

# Learn Together To Live Together

Curriculum for Educate  
Together Primary  
Schools.

# Introduction

- The need to learn more about the content of the Curriculum was identified during our recent Ethos Whole School Self Assessment.
- This presentation gives an overview of the content of the 4 Strands.

# The 4 Strands

- Moral & Spiritual
- Belief Systems
- Equality & Justice
- Ethics & the Environment

# Moral & Spiritual Strand Aims

- The general aim of this strand is to help develop in children a critical knowledge, understanding, and awareness of right and wrong and a heightened awareness of social, ethical and moral standards through reflecting on the meaning and purpose of life.
- This strand should encourage and develop the individual on the journey to inner discovery and empower the child to make informed moral decisions.

# Moral Values

- Core moral Values in the Curriculum:
  1. Respect for oneself & the rights and properties of others
  2. Responsibility/taking responsibility for one's own actions.
  3. Honesty/Truthfulness/Trustworthiness
  4. Co-operation/Fairness
  5. Happiness
  6. Love/Caring
  7. Peace
  8. Freedom

# School Moral Values Exclude

- Dishonesty
- Deceit
- Cheating
- Racism
- Exclusion/Bullying
- Irresponsibility
- Cruelty

# Classroom Rules

- Developed for every class at the beginning of each school year.
- Teacher and pupils can then choose to add to these rules throughout the year.
- In accordance with the school ethos, classroom rules should be determined democratically, thereby giving the children ownership of their moral environment.
- Discussion on why we need rules.
- The rules should all be stated positively.
- Rules Poster and Behaviour Contract.
- Creating a positive environment in the classroom
- Discussion on active feelings

# Cultivating Spiritual Growth

- Spirituality nurtures self-awareness and healthy relationships with those around us. It is related to self-confidence and self-esteem. It also facilitates a sense of awe and wonder and an appreciation of life.
- Spiritual growth in children is all about fostering a sense of reflection and an openness to new ideas and new experiences. It engenders a sense of awe, wonder and mystery.
- This strand places great emphasis on:
  1. Opportunities for silence and reflection
  2. Developing a sense of wonder
  3. Visualisation
  4. Meditation
  5. Examination of personal views and insights.



# Teaching Methodologies

- Stories & Poems
- Drama
- Play
- Mind Mapping
- Games
- Circle Time
- Debating
- Group Work
- Reflection Time
- Art Activities
- Music
- Class visits
- Class visitors
- Assemblies

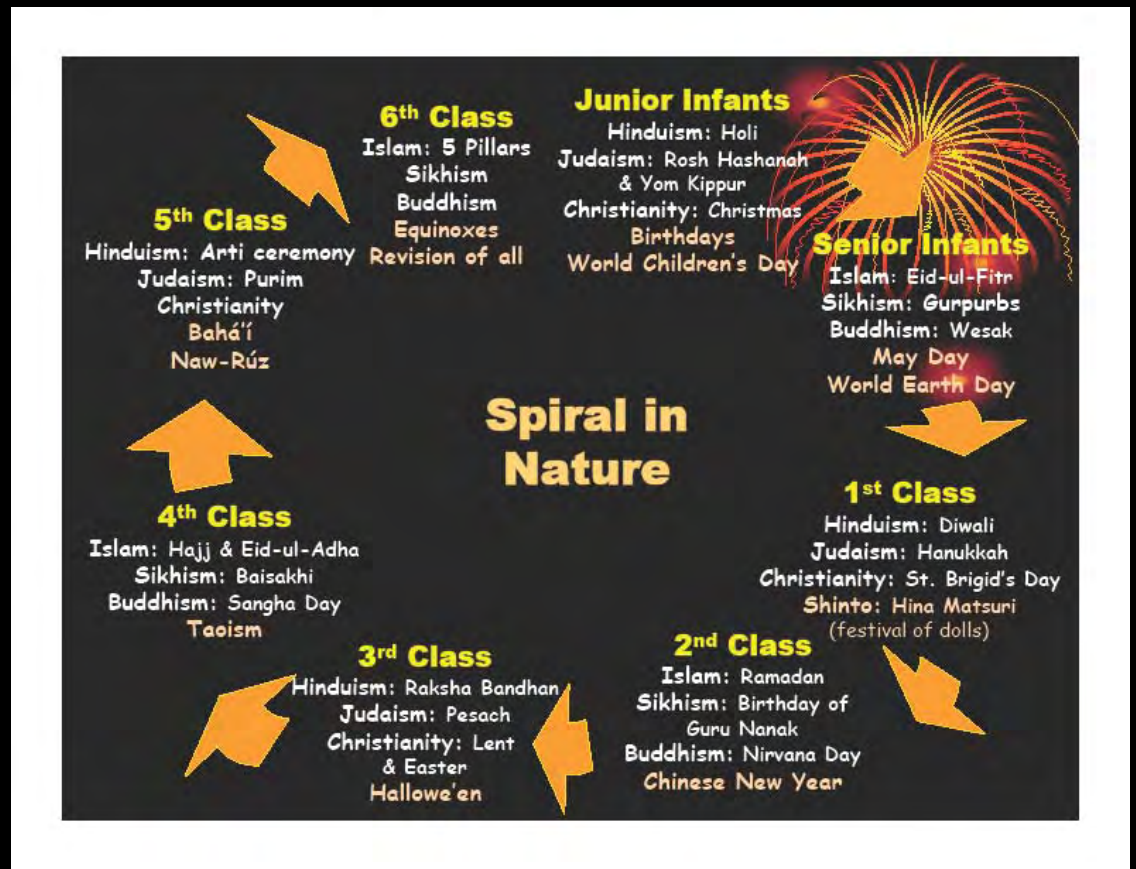
# Belief Systems/Faiths

The faiths explored in the programme are the 6 major world religions:

- Christianity, Islam/Muslim, Judaism, Hinduism, Buddhism and Sikhism as well as the beliefs and practices of those of an atheist/agnostic/humanist persuasion.
- Schools may want to include some of the minor religions.

It is important to reflect the culture of the school, by including minority belief systems.

# Spiral in Nature



# Belief Systems

## ■ Strand Units:

- Key Figures
- Rites and Ceremonies
- Celebrations
- Beliefs and Values

## Methodology:

- Explored in a comparative manner.  
Points of similarity and difference are noted.
- Each belief system has an important and valuable identity and history and this needs to be explored and acknowledged.

# Spiral Curriculum



# What does a multi-denominational ethos mean?

- It cultivates pluralism and multi-culturalism
- ● It strives to develop in children a critical knowledge, understanding and awareness of the teachings of religious and non-theistic belief systems.
- ● It provides opportunity to reflect on how these systems relate to our shared human experience.
- ● Dealing with beliefs allows us to explore what makes people who they are.
- ● Our respect and understanding and our aspiration to develop same within our classrooms, will promote a culture of appreciation for and celebration of diversity.

# Equality & Justice

## 4 Strand Units:

- Exploring Human Rights
- Promoting Equality
- Exploring the Democratic Process
- Activating Equality through Positive Action

# Exploring Human Rights

- Concept of rights through uniqueness & differences
- Rights of the individual
- Distinguish between wants & needs
- Rights & Responsibilities
- UN Convention on the Rights of the Child.
- Skills to resolve conflict
- Developmental rights
- Participation Rights
- Protection Rights
- Human rights and responsibilities in an Irish and Global context.



# Promoting Equality

- Sharing, fairness, respect, empathy
- Treating people differently
- Stories of people who have made a difference
- Diversity in school
- Interdependence – doctor, garda,
- Skills for fair decisions and conflict resolution
- Concepts of discrimination and prejudice
- Critically evaluate media coverage of equality & justice issues
- Equal Status Act – 9 grounds on which discrimination is prohibited.
- Explore issues of Homelessness, poverty etc.

# Exploring the Democratic Process

- Listening & speaking in class
- Discuss and develop rules and charters for class & playground
- Articulate own attitudes, experiences, values.
- Decision making, co-operation & negotiation skills.
- Having a voice in the Student Council & Green School Committee. Participate in elections.
- How Democracy works with the school & Ireland
- Engage in social issues
- Awareness of National Children's Strategy
- Skills to make submissions to a National Body.

# Activating Equality through Positive Action

- Share within the school
- Extend care & friendship world wide
- Participate in assemblies on topics – peace etc.
- Equality issues through celebrations – May Day
- Express views by writing letters to elected representatives on equality
- Develop anti-racist charter.
- Learn about people who have made a difference through campaigning
- Discuss, analyse and debate controversial issues at local & global level.
- Actively support Fair Trade.

# Ethics & the Environment

## Aims:

The overall aim of the curriculum is to 'nurture & develop in children a caring and responsible approach to society'

This strand sets out to 'develop in children an ethical and reasoned approach to caring for the environment'

To develop a knowledge, appreciation & respect for their environment and to empower them to take an active role in its stewardship

## 2 Strand Units:

- Knowledge & awareness of environmental issues
- Activation of responsibility and stewardship

# Awareness of Environmental Issues

- Develop a sense of awe & wonder in nature through stories, poetry, nature walks, nature table & exploring the natural cycles of life.
- Grow in awareness of the cycle of life through the seasons using examples from the school garden or the local parkland. Explore different habitats.
- Understand the concept of the natural & man-made elements of environment.
- Become aware of the need to reduce waste & reuse & re-cycle materials to benefit the environment. Develop a responsible ownership of the school environment.
- Develop an awareness of the amazing order & design of own environment.
- Understand the impact of the actions of people on the environment – air pollution and the burning of fossil fuels etc. The impact of air, water, waste & litter pollution on natural & manmade environments.
- Energy conservation, tree planting, preservation of habitats
- The interdependence of man & nature and the delicate balance of life on earth. The power of Natural disasters.

# Activation of Responsibility & Stewardship

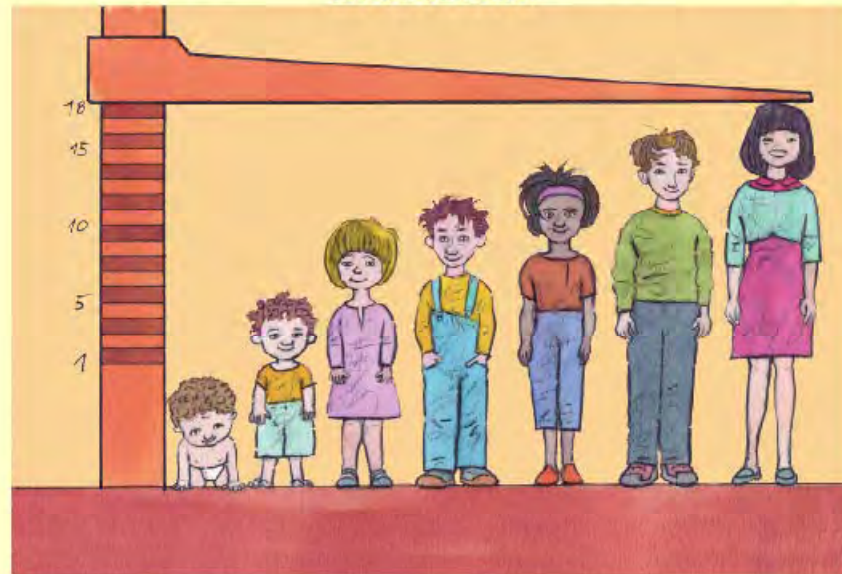
- Participate in nature walks in the local park, seashore or farm in order to develop understanding of interdependence in the natural world.
- Plant bulbs & seeds & watch them grow in order to develop a sense of awe & wonder in new life.
- Draw up an environmental code for waste management in the school.
- Make birdfeeders/compost bins for use in the school or home.
- Take responsibility for stewardship of the school environment through responsible disposal of litter, conserving energy, water, paper etc.
- Green School Project - environmental charter.
- Become involved in local community clean up days/anti litter campaigns. Create a school garden.
- Engage in seed collection projects & tree planting days.
- Debate on environmental issues.
- Research & present work on the environment through computer presentations, video & wall displays

# UN Convention on the Rights of the Child

The UN Convention on the Rights of the Child says that a child is every human being below the age of adulthood.

We the children, have the right to know our rights.

All state are bound to respect children's rights and protect our long-term interests.



**We, the children, have the right to life, survival and development. We have the right to adequate foods and clean drinking-water.**





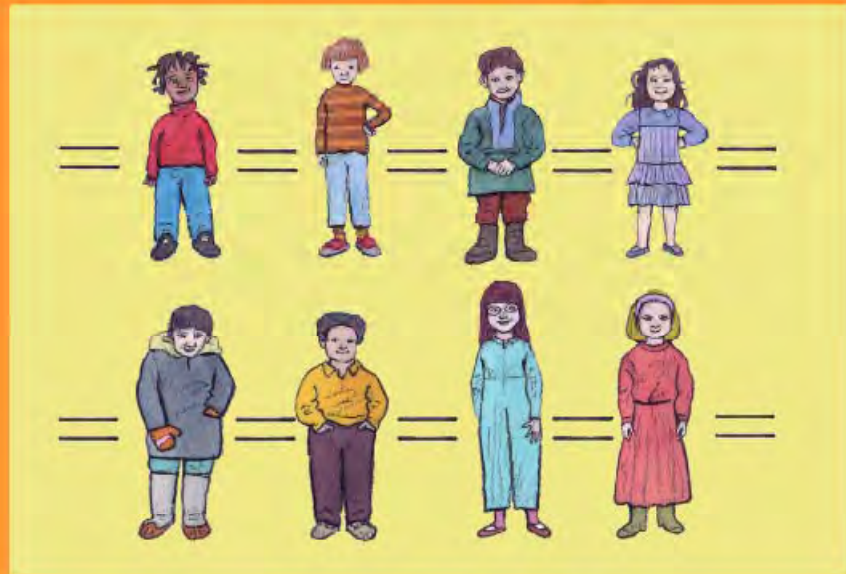
**At birth, we have the right to get a name and acquire a nationality, regardless of our whereabouts.**



**We, the children, have the right to live with our parents,  
families or those that take the best care for us.**



**No one has the right to discriminate against children on the grounds of our sex, race, language, religion, or national or ethnic origin.**



**We, the children, have the right to education and free primary education.**



**Listen to us, the children, for we have the right to express our opinion.**



**We, the children, have the right to health care services.**



**Children with special needs have the right to special care.**



**If we, the children, are refugees or foreigners in third countries, we have the right to appropriate care and protection.**

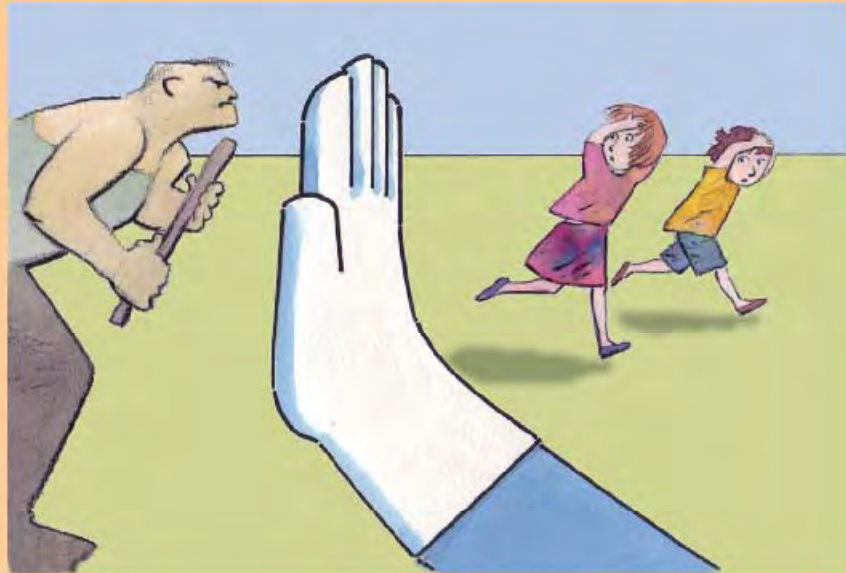




**We, the children, have the right to rest, play and engage in recreational activities.**



**We, the children, have the right to protection against all forms of violence and abuse.**



**We, the children, may not be used as cheap labour force,  
especially not on account of our schooling.**

