

## **Learn Together Policy**

Ratified at BOM Meeting on 12<sup>th</sup> September 2023

Signed .....Chairperson of  
Board of Management

Signed  
.....  
Principal

Date: 12<sup>th</sup> September 2023

Date of next review: September 2026

### **Introduction:**

This policy outlines how we organise the implementation of Learn Together across the hidden and taught curriculum. Its main purposes are:

- To influence the overall ethos of our school.
- To inform all the stakeholders in the schools, including parents, Board of Management and Educate Together about our approach to Learn Together.
- To assist teachers in their long term and short term planning for Learn Together.
- To inform new, temporary and substitute teachers of the approaches and methodologies in use in our school.
- To ensure consistency on how Learn Together is delivered across the school.

### **Rationale**

Our Patron body, Educate Together, has developed an Ethical Education Curriculum to be delivered in all its schools. The Learn Together curriculum focuses on the ethical, moral, social and spiritual development of children.

As an Educate Together school we are fully committed to the four key principals of the Educate Together charter:

- Equality based
- Co-educational
- Child-centred
- Democratic

Through our ethos and Learn Together Programme, we seek to promote the principles of justice and equality for all members of the school community. An important focus is the preparation of pupils for life in a multi-cultural society in all its diversity. We are committed to the development of the whole person within a supportive, secure and creative environment. We seek to acknowledge, understand, value and celebrate difference. We endeavour to ensure that our physical environment reflects diversity in a positive way.

This policy has been drawn up, not only to assist staff in delivering the Learn Together curriculum, but also to inform our parent body and the wider school community about how Learn Together is both a subject area and an intrinsic part of the ethos of our school. The mission statement of our patron body: **‘Learn Together to Live Together’** has been fully adopted as the mission statement of Rush and Lusk Educate Together N.S.

### **Vision**

Our school's vision statement emphasises the values of respect and inclusion. It was created with the assistance of the whole school community. Parents, teachers and children worked together, while the children formulated the final version. It stresses the development of all aspects of the child, in particular the emotional, social and academic dimensions:

- We want everyone to be included and respected in our school. Nobody should be left out, and we will all listen carefully to each other.
- Our school should be a place where everyone feels safe and welcome and where there are no bullies. It should be energetic and fun and give us variety in our education.
- We want to learn about others so that we can always consider their feelings and treat them with respect.
- We will all try to use our time in school wisely. We believe that we are all equal but show our talents differently.
- We will work towards a cleaner environment and will care for other people in our school and in the rest of the world.

(RALET, 2003)

## Aims

We fully endorse the aims of the Learn Together curriculum, which are:

- Become self-aware, reflective individuals with a secure sense of belonging and identity.
- Develop the knowledge, skills, values and attitudes that will facilitate them to live as ethical people who are empathetic, socially aware and committed to democratic principles and values, global citizenship, and equality.
- Develop and use critical thinking skills that will facilitate them to critique their world and empower them to give reasoned explanations for their opinions, decisions and actions.
- Recognise their role as active members of a democratic society with the potential to take action that will lead to positive change.
- Recognise the impact of the climate crisis and their role as active members of a democratic society with the potential to take action that will lead to positive change.
- Develop ethical principles in relation to human rights, equality and justice, and apply these principles to their daily lives.
- Become familiar with the tenets and beliefs of the major religions and rational understandings of the world.
- Relate this learning to their individual experience in the context of their local, national and global community.

The Learn Together curriculum recognises the unique nature of each child and endeavours to ensure that **“no child is an outsider”**.

## Content:

### Curriculum strands

There are four strands in the Learn Together curriculum. Within each strand are a number of Themes from infants to 2<sup>nd</sup>, or Elements from 3<sup>rd</sup> to 6<sup>th</sup>.

The four strands are:

- An Ethical Approach to the Environment
- Equality and Justice
- Values and Ethical Perspectives

- Belief Systems.

#### **Aims of the strand An Ethical Approach to the Environment:**

- Develop a knowledge, understanding and respect for the natural environment and an appreciation of its fragility and vulnerability.
- Explore the interdependence of life and the impact of over-consumption on the planet.
- Recognise the importance of active citizenship in attempting to redress the impact of human over-consumption on the environment.
- Demonstrate an understanding of the urgency needed to protect the environment for present and future life on the planet.

#### **Aims of the strand Equality and Justice:**

- Develop a critical knowledge, understanding and awareness of issues relating to human rights, equality, culture, diversity, social justice and social inclusiveness.
- Develop a critical way of being, fostering questioning, analysis and open engagement with ethical and social justice issues.
- Feel empowered to become informed, ethical and active citizens.

#### **Aims of the strand Values and Ethical Perspectives**

- Develop a critical knowledge, understanding and awareness of right and wrong and a heightened awareness of social, ethical, and moral standards through reflection on life itself.
- Learn to explore their own identities and in doing so, strengthen and enhance their self-worth and self-esteem.
- Explore, understand and identify appropriate responses to the multitude and richness of human emotions.
- Identify values integral to personal development which can inform ethical decisions.
- Engage in philosophical discussion and enquiry.

#### **Aims of the strand Belief Systems**

- Develop knowledge and understanding of the richness of belief systems and worldviews, both religious and secular, and relate these to the human experience and day-to-day life.
- Develop an understanding of the right to hold and practise a belief or worldview and to change that belief at any time.
- Develop their knowledge of conceptual understandings as they relate to religious and secular beliefs.

- Relate aspects of religious and secular beliefs to individual experience, leading to enhanced mutual understandings.
- Develop an understanding that beliefs and the practice of beliefs can vary from culture to culture and individual to individual.

### Structure & Time Allocation:

The following table is a guide of how many themes or elements should be taught at each class level over the course of the academic year.

Stage 1: Junior & Senior Infants	Stage 2: 1 <sup>st</sup> & 2 <sup>nd</sup> class	Stage 3: 3 <sup>rd</sup> class	Stage 3: 4 <sup>th</sup> class	Stage 4: 5 <sup>th</sup> class	Stage 4: 6 <sup>th</sup> class
8 themes per year	8 themes per year	16 elements per year	17 elements per year	16 elements per year	17 elements per year.

The discrete teaching time allocated to the Learn Together curriculum per week is as follows:

- Stage 1: 1 hour and 40 minutes
- Stage 2 to 4: 2 hours

### Contexts for Learn Together

- Affording pupils time to think, contemplate and reflect on a range of ethical, social and moral issues.
- Providing a safe and secure environment to express feelings, emotions, views and opinions.
- Modelling best practice through a respectful relationship between adults and children.
- Ensuring a positive teaching and learning environment.
- Creating an atmosphere of team spirit and cooperation.
- Developing a physical environment that reflects the intercultural, inclusive nature of the school.
- Acknowledging the equality-based nature of Educate Together schools through the celebration of difference and diversity.

### Approaches and Methodologies

Teachers use a range of approaches and methodologies, and ensure that lessons are delivered in a manner that acknowledges the range of learning styles that exist in each classroom.

Methodologies include (but are not limited to):

Pair work	Group work
Role play/drama	Circle time
Cooperative games	Talk and Discussion
"Thinking time" - 'Philosophy 4 Children'	Music and Art

Meditation/yoga  
Project work  
Stories and poetry  
Outdoor activities/field trips  
Integration with other subjects

Conflict resolution strategies  
Guest speakers  
Artefacts and photographs  
Assemblies  
Classroom visits from Principal / other staff

### **Linkage and integration**

Many of the topics covered within Learn Together can involve a number of strands – for instance, the study of an environmental issue such as food security incorporates work under the strands Equality and Justice, An Ethical Approach to the Environment and Values and Ethical Perspectives. Additionally, Learn Together lends itself to very close integration with a number of other subject areas, including English, Drama, Visual Arts, Music, SPHE, History, Geography and Aistear.

### **Assessment**

A wide range of assessment methods are used, which assess children's engagement with the learning process as well as gauging their understanding of concepts and the learning that has taken place. These include:

- Teacher observation during classroom discussion, group work, role play and cooperative activities.
- Teacher designed tasks.
- A Learn Together hard-back journal of children's work (starting in second class, which stays with the child, as they move up the school).
- Project work including oral and written presentations.
- Presentations or displays at class / whole school assemblies.

### **Children with Special Needs**

All children are encouraged to participate in Learn Together to the best of their ability. The school employs strategies to provide for children with learning difficulties and those of exceptional ability (see policy on SEN). The strategies and approaches outlined in the SEN policy are applied across all curricular areas, including Learn Together.

There is particular overlap between the SPHE curriculum and the Learn Together curriculum. Learning Support Staff may be used to support the delivery of SPHE and Learn Together at certain class levels.

### **Equality of participation and access**

In accordance with the co-educational principle of Educate Together, we are committed to providing equal opportunities for girls and boys to participate in all Learn Together activities.

It is a fundamental principle of our school that everyone who is involved in the life of the school, both has the right to be respected as an individual and carries the responsibility to act in a considerate and respectful manner towards others.

A broad, balanced and appropriate curriculum provides equal opportunity for all children to maximise their potential, regardless of age, sex, gender, race, colour, religion or disability. We are committed to enabling each person to participate in all school related activities.

## **Organisation**

### **Whole school planning**

There are currently three planning documents that inform our long-term planning for Learn Together. These are:

1. Whole School Monthly Themes & Celebrations: Appendix 1
2. Planning Guide: Whole school planning of themes/Elements: Appendix

2

3. Planning Guide: Belief and Belief Systems: Appendix 3

Additionally, our delivery of the Learn Together curriculum is informed by a comprehensive Ethical Education Calendar, which includes multi-faith celebrations and nationally/internationally recognised events relevant to Learn Together for the upcoming school year. This Ethical Education Calendar is drawn up annually by Educate Together and is supplemented by the post-holder.

The whole-school monthly themes have evolved into a cyclical programme with themes rotating on a four-year cycle and whole school celebrations rotating on a two-year cycle. Different classes may take a different slant on the same theme (and therefore different strands and themes/elements may be covered). Classes spend time during the first two weeks of the month on the whole school theme, while the other two weeks are spent covering other aspects of the Learn Together curriculum. This degree of flexibility is deliberate; it allows staff to incorporate additional areas of particular interest to them and their class, as well as celebrate significant events relevant to their class, or occurring in any given year.

When appropriate, an assembly takes place towards the end of the month. Assemblies may take different forms (e.g. class-level assembly, junior/middle/senior assembly, principal-led assembly, support-staff led assembly, class-led assembly, whole-school assembly). Classes may get an opportunity to show each other some of the work they have undertaken (poems, songs, drama etc.) at the assembly; or the assembly may present a different angle on the monthly theme to several classes.

## **Homework**

Learn Together homework in the form of research or project work may be given in more senior classes at the teachers' discretion. Sometimes homework, even at more junior levels, will involve talking to parents about something that has been discussed in Learn Together.

## Resources

All Learn Together resources and books are held in a central location and can be signed out by staff when needed. An inventory of all resources will be given to staff at the beginning of a new academic year and will be updated in June if needed.

Examples of resources include;

- Book – Both fiction and non-fiction
- Artefacts
- Websites
- DVDS
- Activity packs from various organisations; Oxfam, Amnesty International, Irish Aid, to name a few.

## Individual teachers' planning and reporting

Individual planning for Learn Together is undertaken by class teachers in the same way as for all other subject areas:

- Yearly plans and Fortnightly plans are completed, submitted to the principal and also stored in a folder on every teacher's desk (or on google drive/stored digitally).
- Cuntas Míósúil are completed every month, which outline the teaching and learning that has taken place.

## Staff development

Staff members are encouraged to undertake Continual Professional Development (CPD) in the area of Learn Together. This includes summer and incidental courses run by Educate Together, as well as courses run by a variety of organisations who provide resources or training relevant to Learn Together E.g. Amnesty International. While recognising that time is a constant constraint, we dedicate some of our Croke Park Hours to CPD, including, Learn Together.

We recognise that individual teachers may have specific areas of expertise. Opportunities are given for this expertise to be both shared and further developed. Details of relevant training courses are displayed on the staff room noticeboard and are also emailed to staff. When staff have completed courses, they are encouraged to share their learning with other staff members at staff meetings and informally.

The Learn Together coordinator takes responsibility for induction of new teachers with regard to the implementation of the Learn Together curriculum. They are also available to all staff to provide access to advice or guidance on any aspect of the delivery of the Learn Together curriculum.

## Parental involvement

Our school recognises parents and guardians as the primary educators of their children. They will be encouraged to engage with their children in developing their knowledge, skills and attitudes around the four strands of the Learn Together curriculum. Parents from all cultural backgrounds will be



encouraged to share their stories and experiences in a classroom setting to bring a human dimension to the children's learning.

We are committed to continuing and developing parental involvement in relation to Learn Together. Their involvement is greatly valued as it enhances the spirit of cooperation that we strive to achieve. We remain open to all suggestions on how to further develop parental involvement in our school.

### **Success Criteria**

We will know that this plan has achieved its aims from analysis of

- Child, teacher and parent feedback;
- Observation of the ethos in action;
- Teacher assessment;
- Cuntas Míosúil records.

### **Implementation**

#### ***a) Roles and Responsibilities***

All staff have a responsibility to respect and endorse the ethos of the school and to deliver the curriculum as set out in this policy document.

The principal has overall responsibility for the teaching and learning throughout the school. The Learn Together coordinator, who facilitates staff development and support, maintains resources, etc. assists the principal in this.

#### ***b) Timeframe***

This reviewed policy will be fully implemented from the date of ratification.

### **Review**

#### ***a) Roles and Responsibility***

The Learn Together coordinator, along with the principal, will take responsibility for reviewing the effective implementation of the policy.

#### ***b) Timeframe***

This policy will be reviewed in XXXXXX

### **Ratification and communication**

The board ratified this policy on the 12<sup>th</sup> September 2023. A copy will be provided to all teaching staff and will be distributed to the rest of the school community via the website.

## Appendix 1: Learn Together Monthly Themes

	Year 1	Year 2	Year 3	Year 4
<b>September</b>	Harvest	Empathy & Tolerance	Peace	New Beginnings
<b>October</b>	Harvest (continued)	Grandparents (Respect for older people) GP Day 6 <sup>th</sup> Oct	One World & Unity	Food from around the world
<b>November</b>	Light and Dark	Festivals of Light	Important Religious People	Children (worlds children's day 20 <sup>th</sup> Nov)
<b>December</b>	Welcoming / Naming Ceremonies	Human Rights	Families	Journeys
<b>January</b>	Equality and Inclusion	Global Stories	Homes	Trust and Honesty
<b>February</b>	Friendship & Co-operation	People Who Made a difference	Love and Kindness	Language and Communication
<b>March</b>	Happiness & Simplicity	Fair Trade	Water	Trees as a source of life
<b>April</b>	Respect	Intercultural Art	Biodiversity	Health
<b>May</b>	Global Goals 1 - 4	Global Goals 5 - 8	Global Goals 9 - 12	Global Goals 13 - 17
<b>June</b>	Culture & Diversity	Perseverance	Overcoming Adversity	Responsibility & Fairness

### Whole School Festivals / Holidays

	Year 1	Year 2	Year 3	Year 4
<b>September</b>		Yom Kippur		Yom Kippur
<b>October</b>		Halloween		Halloween
<b>November</b>	Diwali		Diwali	
<b>December</b>	Advent & Christmas	Hanukah	Advent & Christmas	Hanukah
<b>January</b>		Chinese New Year		Chinese New Year
<b>February</b>		Parinirvana / Nirvana Day Lent		Parinirvana / Nirvana Day Lent
<b>March</b>	Ramadan St Patrick's Day	Easter Holi St Patrick's Day	Ramadan St Patrick's Day	Easter Holi St Patrick's Day
<b>April</b>	Birth of Guru Nanak Baisakhi	Easter	Birth of Guru Nanak Baisakhi	Easter
<b>May</b>	Wesak		Wesak	
<b>June</b>	Pride	Eid al-Adha	Pride	Eid al Adha

These celebrations will be marked in some way by the **whole school** every 2<sup>nd</sup> year and they are a mixture of various religious and secular events to hopefully include and represent the many different cultures in our school.

Some celebrations do not have a fixed date on the calendar and occur at different times each year, e.g.; Easter is down for both March & April as it is not a fixed date and changes from year to year. We can decide what month is best at the start of that academic year.

## Appendix 2: Planning Guide: Whole school planning of themes/Elements

Junior Infants	Term 1	Term 2	Term 3
	<p><i>Themes:</i></p> <ul style="list-style-type: none"> <li>● Family</li> <li>● Feelings</li> <li>● Our Environment</li> </ul>	<p><i>Themes:</i></p> <ul style="list-style-type: none"> <li>● We can make a difference</li> <li>● Values</li> <li>● Remembering – <i>Christianity / Easter</i></li> </ul>	<p><i>Themes:</i></p> <ul style="list-style-type: none"> <li>● Special Books – <i>Judaism / The Torah</i></li> <li>● Exploring the natural world</li> </ul>

Senior Infants	Term 1	Term 2	Term 3
	<p><i>Themes:</i></p> <ul style="list-style-type: none"> <li>● Fairness</li> <li>● We are all different</li> <li>● Food – <i>Harvest / Celebration food</i></li> </ul>	<p><i>Themes:</i></p> <ul style="list-style-type: none"> <li>● Philosophy for children</li> <li>● Making a difference</li> <li>● Love – <i>Hinduism</i></li> </ul>	<p><i>Themes:</i></p> <ul style="list-style-type: none"> <li>● Seasons</li> <li>● Introducing democracy and democratic practices</li> </ul>

First Class	Term 1	Term 2	Term 3
	<p><i>Themes:</i></p> <ul style="list-style-type: none"> <li>• We Are All Different</li> <li>• Values - <i>FRIENDS</i></li> <li>• Philosophy for/with Children</li> </ul>	<p><i>Themes:</i></p> <ul style="list-style-type: none"> <li>• Exploring the Natural World – <i>Life cycles of a plant / insect / chick.</i></li> <li>• Growing and changing</li> <li>• Celebrating – <i>milestones of children from different cultures</i></li> </ul>	<p><i>Themes:</i></p> <ul style="list-style-type: none"> <li>• Communication &amp; Democracy – <i>words &amp; gestures / forms of communication / vote &amp; represent</i></li> <li>• We Can Make a Difference</li> </ul>

Second Class	Term 1	Term 2	Term 3
	<p><i>Themes:</i></p> <ul style="list-style-type: none"> <li>• Our Educate Together School</li> <li>• Feelings</li> <li>• Our Environment – <i>our classroom / green school</i></li> </ul>	<p><i>Themes:</i></p> <ul style="list-style-type: none"> <li>• Giving things up – <i>Lent / fasting for Ramadan</i></li> <li>• Food</li> <li>• Special Clothes/Dress</li> </ul>	<p><i>Themes:</i></p> <ul style="list-style-type: none"> <li>• Human Rights</li> <li>• Making a Difference</li> </ul>

Third Class	Term 1	Term 2	Term 3
	<p><i>An Ethical Approach to the Environment:</i></p> <ul style="list-style-type: none"> <li>Environmental Issues - <i>single use plastics</i></li> </ul> <p><i>Equality and Justice</i></p> <ul style="list-style-type: none"> <li>Democratic Process – <i>Green school</i></li> <li>Human Rights and Global Citizenship – <i>introduce convention of the rights of the child.</i></li> </ul> <p><i>Values and Ethical Perspectives</i></p> <ul style="list-style-type: none"> <li>Ethical Issues and Dilemmas</li> <li>Values and Dialogue - <i>FRIENDS</i></li> </ul> <p><i>Belief Systems</i></p> <ul style="list-style-type: none"> <li>Symbolism - <i>Judaism</i></li> </ul>	<p><i>An Ethical Approach to the Environment:</i></p> <ul style="list-style-type: none"> <li>Interdependence of Life – <i>Pollution of the ocean</i></li> </ul> <p><i>Equality and Justice</i></p> <ul style="list-style-type: none"> <li>Equality Issues - <i>Migration</i></li> <li>Examples of Equality-based Initiatives – <i>Age Action / Alone</i></li> </ul> <p><i>Values and Ethical Perspectives</i></p> <ul style="list-style-type: none"> <li>Communication</li> </ul> <p><i>Belief Systems</i></p> <ul style="list-style-type: none"> <li>Belonging – <i>Atheism / Agnosticism / Humanism</i></li> </ul>	<p><i>An Ethical Approach to the Environment:</i></p> <ul style="list-style-type: none"> <li>Examples of Environmental Initiatives – <i>cleaner coast</i></li> <li>Environmental Activism – <i>Beach clean up</i></li> </ul> <p><i>Equality and Justice</i></p> <ul style="list-style-type: none"> <li>Equality-based Activism – <i>Nursing home</i></li> </ul> <p><i>Values and Ethical Perspectives</i></p> <ul style="list-style-type: none"> <li>Philosophy for/with Children – <i>agree / disagree</i></li> </ul> <p><i>Belief Systems</i></p> <ul style="list-style-type: none"> <li>Pilgrimage- <i>Islam</i></li> </ul>

Fourth Class	Term 1	Term 2	Term 3
	<p><i>An Ethical Approach to the Environment:</i></p> <ul style="list-style-type: none"> <li>Environmental Issues – <i>Animal Welfare</i></li> </ul> <p><i>Equality and Justice</i></p> <ul style="list-style-type: none"> <li>Democratic Process – <i>Student Council link to Fingal CC</i></li> <li>Human Rights and Global Citizenship - <i>introduce the Universal Declaration of Human Rights</i></li> </ul> <p><i>Values and Ethical Perspectives</i></p> <ul style="list-style-type: none"> <li>Ethical Issues and Dilemmas - <i>changing opinions</i></li> <li>Values and Dialogue - <i>FRIENDS</i></li> </ul> <p><i>Belief Systems</i></p> <ul style="list-style-type: none"> <li>Sacred - <i>Sikhism</i></li> </ul>	<p><i>An Ethical Approach to the Environment:</i></p> <ul style="list-style-type: none"> <li>Interdependence of Life</li> <li><i>Demonstrate how human consumption impacts animals</i></li> </ul> <p><i>Equality and Justice</i></p> <ul style="list-style-type: none"> <li>Equality Issues – <i>(dis)ability</i></li> <li>Examples of Equality-based Initiatives – <i>Focus Ireland / Homelessness</i></li> </ul> <p><i>Values and Ethical Perspectives</i></p> <ul style="list-style-type: none"> <li>Communication – <i>appropriate forms of communication</i></li> </ul> <p><i>Belief Systems</i></p> <ul style="list-style-type: none"> <li>Ritual - <i>Buddhism</i></li> <li>Prophecy - <i>Christianity</i></li> </ul>	<p><i>An Ethical Approach to the Environment:</i></p> <ul style="list-style-type: none"> <li>Examples of Environmental Initiatives - <i>WWF</i></li> <li>Environmental Activism</li> <li><i>Class led animal rights</i></li> </ul> <p><i>Equality and Justice</i></p> <ul style="list-style-type: none"> <li>Equality-based Activism – <i>write a letter to FCC – disability issues / homelessness</i></li> </ul> <p><i>Values and Ethical Perspectives</i></p> <ul style="list-style-type: none"> <li>Philosophy for/with Children</li> <li><i>Opinions / Perspectives</i></li> </ul> <p><i>Belief Systems</i></p> <ul style="list-style-type: none"> <li>Faith - <i>Hinduism</i></li> </ul>

Fifth Class	Term 1	Term 2	Term 3
	<p><i>An Ethical Approach to the Environment:</i></p> <ul style="list-style-type: none"> <li>• Environmental Issues</li> <li>• <i>Sustainable Transport options</i></li> <li>• <i>Critically examine the impact of above land and/or sea</i></li> </ul> <p><i>Equality and Justice</i></p> <ul style="list-style-type: none"> <li>• Equality-based Activism</li> </ul> <p><i>Values and Ethical Perspectives</i></p> <ul style="list-style-type: none"> <li>• Ethical Issues and Dilemmas</li> <li>• Values and Dialogue</li> </ul> <p><i>Belief Systems</i></p> <ul style="list-style-type: none"> <li>• Trinity (Christianity)</li> </ul>	<p><i>An Ethical Approach to the Environment:</i></p> <ul style="list-style-type: none"> <li>• Interdependence of Life</li> <li>• <i>Demonstrate an understanding of how human consumption has impacted our environment.</i></li> </ul> <p><i>Equality and Justice</i></p> <ul style="list-style-type: none"> <li>• Equality Issues – LGBTQ+</li> <li>• Examples of Equality-based Initiatives – <i>The Travelling Community / Roma Community</i></li> </ul> <p><i>Values and Ethical Perspectives</i></p> <ul style="list-style-type: none"> <li>• Communication</li> </ul> <p><i>Belief Systems</i></p> <ul style="list-style-type: none"> <li>• Torah (Judaism)</li> </ul>	<p><i>An Ethical Approach to the Environment:</i></p> <ul style="list-style-type: none"> <li>• Examples of Environmental Initiatives</li> <li>• Environmental Activism</li> <li>• <i>Run a campaign to promote sustainable energy.</i></li> <li>• <i>Debate pros / cons.</i></li> </ul> <p><i>Equality and Justice</i></p> <ul style="list-style-type: none"> <li>• Democratic Process - <i>Proportional Representation</i></li> <li>• Human Rights and Global Citizenship - <i>Sustainable Development Goals 6, 12, 13, 14</i></li> </ul> <p><i>Values and Ethical Perspectives</i></p> <ul style="list-style-type: none"> <li>• Philosophy for/with Children</li> </ul> <p><i>Belief Systems</i></p> <ul style="list-style-type: none"> <li>• Rationalism (Atheism, Agnosticism)</li> </ul>



Sixth Class	Term 1	Term 2	Term 3
	<p><i>An Ethical Approach to the Environment:</i></p> <ul style="list-style-type: none"> <li>Environmental Issues</li> <li><i>Fast Fashion</i></li> <li><i>Critically examine the impact of above on land and/or sea</i></li> <li>Environmental Activism</li> </ul> <p><i>Equality and Justice</i></p> <ul style="list-style-type: none"> <li>Equality-based Activism - <i>Run a campaign to highlight awareness of fast fashion</i></li> </ul> <p><i>Values and Ethical Perspectives</i></p> <ul style="list-style-type: none"> <li>Ethical Issues and Dilemmas</li> <li>Values and Dialogue</li> </ul> <p><i>Belief Systems</i></p> <ul style="list-style-type: none"> <li>Nirvana (Buddhism)</li> </ul>	<p><i>An Ethical Approach to the Environment:</i></p> <ul style="list-style-type: none"> <li>Interdependence of Life - <i>Demonstrate an understanding of how human consumption has an impact on biodiversity i.e., plants and animals</i></li> </ul> <p><i>Equality and Justice</i></p> <ul style="list-style-type: none"> <li>Equality Issues - <i>Racism</i></li> <li>Examples of Equality-based Initiatives – <i>Gender Equality</i></li> </ul> <p><i>Values and Ethical Perspectives</i></p> <ul style="list-style-type: none"> <li>Communication</li> </ul> <p><i>Belief Systems</i></p> <ul style="list-style-type: none"> <li>The Khalsa (Sikhism)</li> </ul>	<p><i>An Ethical Approach to the Environment:</i></p> <ul style="list-style-type: none"> <li>Examples of Environmental Initiatives</li> </ul> <p><i>Equality and Justice</i></p> <ul style="list-style-type: none"> <li>Democratic Process – <i>History and role of EU &amp; UN</i></li> <li>Human Rights and Global Citizenship - <i>Sustainable Developmental Goals 7, 12, 13, 15</i></li> </ul> <p><i>Values and Ethical Perspectives</i></p> <ul style="list-style-type: none"> <li>Philosophy for/with Children</li> </ul> <p><i>Belief Systems</i></p> <ul style="list-style-type: none"> <li>Brahman (Hinduism)</li> <li>Ummah (Islam)</li> </ul>

### Appendix 3: Planning Guide - Belief and Belief Systems

#### Junior/Senior Infants

<i>Junior Infants - Key Figures</i>	<i>Rites and ceremonies</i>	<i>Celebrations</i>	<i>Philosophy, Beliefs, Values</i>
<b>Stories</b> about key religious figures:  <b>Christian</b> <ul style="list-style-type: none"> <li>• Christmas story</li> <li>• Miracle of the Loaves and Fishes</li> <li>• Parable of the Lost Sheep</li> </ul> <b>Hindu</b> <ul style="list-style-type: none"> <li>• Sumana and Goddess Lakshmi</li> <li>• The Story of Ganesh and Shiva</li> </ul>	<b>Food</b> related to festivals and celebrations, with particular focus on Jewish, Christian, Hindu and Muslim celebrations	Birthdays  <b>Christian</b> Christmas <b>Hindu</b> Diwali	<b>Values</b> that are common across religious/cultural groups: <ul style="list-style-type: none"> <li>• Caring and Sharing (friendship)</li> <li>• Rules and their importance</li> <li>• Stories about feelings – love, kindness, forgiveness</li> </ul>
<i>Senior Infants - Key Figures</i>	<i>Rites and ceremonies</i>	<i>Celebrations</i>	<i>Philosophy, Beliefs, Values</i>
<b>Stories</b> about key religious figures:  <b>Jewish</b> <ul style="list-style-type: none"> <li>• Noah</li> <li>• Jonah</li> <li>• Moses (baby)</li> </ul> <b>Muslim</b> <ul style="list-style-type: none"> <li>• Muhammad and the Angel Jibril</li> <li>• Ibrahim and Isma'il</li> </ul>	<b>Symbols</b> (e.g. buildings, dress, books,) with particular focus on Jewish, Christian, Hindu and Muslim symbols	World Children's Day  <b>Jewish</b> Sukkot <b>Muslim</b> Eid-ul-Fitr	<b>Values</b> that are common across religious/cultural groups: <ul style="list-style-type: none"> <li>• Caring and Sharing (friendship)</li> <li>• Rules and their importance</li> <li>• Stories about feelings – honesty, generosity, helpfulness</li> </ul>

**First/Second class**

<i><b>First class - Key Figures</b></i>	<i><b>Rites and ceremonies</b></i>	<i><b>Celebrations</b></i>	<i><b>Philosophy, Beliefs, Values</b></i>
<p><b>Sacred writings/Holy Books</b> At least one <b>story</b> from: <b>Christian Bible</b> (e.g. Parables: The Prodigal Son/ The Good Samaritan; Easter Story) <b>Hindu Vedas/Smriti</b> (e.g. Rama and the demon King; Hanuman the Monkey King) <b>Buddhist Tipitaka</b> The story of Prince Siddhartha</p> <p><b>Religious Leaders</b> (styles of dress, titles, role etc.): <b>Christian:</b> Priest, vicar <b>Hindu:</b> Priest/Brahmin <b>Buddhist:</b> Lama/Monk</p>	<p><b>Baby naming Ceremonies</b> A variety to be studied, which may include: <b>Christian</b> Baptism/ Christening <b>Hindu</b> Namakarama <b>Buddhist</b> Naming ceremony</p>	<p><b>Festivals of light and darkness</b> (including art and music) Suggestions include:  <b>Christian</b> Christmas <b>Hindu</b> Diwali <b>Buddhist</b> Wesak <b>Other</b> Chinese New Year</p>	<p>Common <b>values</b> and codes of conduct across traditions</p> <ul style="list-style-type: none"> <li>• Caring and sharing (friendship)</li> <li>• Rules and their importance</li> <li>• Stories about feelings – jealousy, freedom of choice, impact of personal choice</li> </ul> <p><b>Moral tales</b> from various traditions</p>
<i><b>Second class - Key Figures</b></i>	<i><b>Rites and ceremonies</b></i>	<i><b>Celebrations</b></i>	<i><b>Philosophy, Beliefs, Values</b></i>
<p><b>Sacred writings/Holy Books</b> At least one <b>story</b> from: <b>Jewish Torah/TaNach</b> (eg. Moses and the Commandments; The Story of Joseph) <b>Muslim Qur'an</b> (e.g. The Great Night Journey; The building of the Kabah) <b>Sikh Guru Granth Sahib</b> (e.g. Three Days in the River – the story of Guru Nanak) <b>Religious Leaders</b> (styles of dress, titles, role etc.): <b>Jewish:</b> Rabbi</p>	<p><b>Baby naming Ceremonies</b> <b>Jewish</b> Brit Milah/Simchat Bat <b>Muslim</b> Aqiqah <b>Sikh</b> Nam Karan <b>Traditional African</b> Naming ceremonies</p>	<p><b>Festivals of light and darkness</b> (including art and music) Suggestions include:  <b>Jewish</b> Hanukah <b>Muslim</b> Eid Ul Fitr <b>Sikh</b> Baisakhi <b>Other</b> Kwanza</p>	<p>Common <b>values</b> and codes of conduct across traditions</p> <ul style="list-style-type: none"> <li>• Caring and sharing</li> <li>• Rules and their importance</li> <li>• Stories about feelings – respect, justice, courage</li> </ul> <p><b>Visit to place of worship:</b> (e.g. Local Catholic church/ St. Patrick's Church of Ireland, Donabate)</p>

<b>Muslim:</b> Imam <b>Sikh:</b> Granthi			
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### Third / Fourth class

<b>Third class - Key Figures</b>	<b>Rites and ceremonies</b>	<b>Celebrations</b>	<b>Philosophy, Beliefs, Values</b>
<p><b>Sacred writings/holy books</b> (how the writings emerged, relevance):</p> <p><b>Christian New Testament</b> – The gospels of the four apostles</p> <p><b>Hindu Vedas/Smriti</b> - the Mahabharata/Bhagavad Gita</p> <p><b>Buddhist Tipitaka</b> - Teachings of the Buddha (the four Noble Truths and the Eightfold path)</p>	<p><b>Marriage Rites:</b> customs and traditions associated with marriage in all the main religions</p> <p><b>Pilgrimage:</b> <b>Christian</b> Lough Derg / Lourdes/ Fatima <b>Hindu</b> Kumbh Mela – the Ganges <b>Jewish</b> The Western Wall (Jerusalem) <b>Muslim</b> The Hajj – Mecca</p>	<p>Diversity of traditions associated with <b>festivals around the world</b>, exploring common links and differences e.g.</p> <ul style="list-style-type: none"> <li>• Christmas</li> <li>• Spring</li> </ul>	<p>Key <b>values</b> and codes of conduct across religions and their impact on behaviour</p> <p><b>Visit to a place of worship (or visitor from):</b> Buddhist Centre</p>
<b>Fourth class - Key Figures</b>	<b>Rites and ceremonies</b>	<b>Celebrations</b>	<b>Philosophy, Beliefs, Values</b>
<p><b>Sacred writings/holy books</b> (how the writings emerged, relevance):</p> <p><b>Jewish Tanakh/Torah</b> - Moses</p> <p><b>Muslim Qur'an</b> - Prophet Muhammad</p> <p><b>Sikh Guru Granth Sahib</b> Five articles of faith</p>	<p><b>Funeral Rites:</b> customs and traditions associated with funerals in all the main religions</p> <p><b>Links between rites and older traditions</b> e.g. Bealtaine, Lughnasa, winter/summer Solstice</p>	<p>Diversity of traditions associated with <b>festivals around the world</b>, exploring common links and differences e.g.</p> <ul style="list-style-type: none"> <li>• New Year</li> <li>• Harvest</li> </ul>	<p>Key <b>values</b> and codes of conduct across religions and their impact on behaviour</p> <p><b>Visit to a place of worship (or visitor from):</b> Mosque – Clonskeagh</p>

**Fifth / Sixth**

<b><i>Fifth class - Key Figures</i></b>	<b><i>Rites and ceremonies</i></b>	<b><i>Celebrations</i></b>	<b><i>Philosophy, Beliefs, Values</i></b>
<p><b>Key historical religious figures:</b></p> <p><b>Christian:</b> Jesus Christ  <b>Hindu:</b> no famous historical figures, but many gods taking different forms of Brahman (Vishnu, Shiva, Lakshmi, Ganesh)  <b>Muslim:</b> Mohammed  <b>Jewish:</b> Abraham/Moses  <b>Buddhist:</b> Siddhartha Gautama  <b>Sikh:</b> Guru Nanak/ Guru Gobind Singh</p>	<p><b>Pilgrimage (revise 3<sup>rd</sup> class programme) and introduce:</b></p> <p><b>Buddhist</b>  Four main sites, including Lumbini (birthplace of Buddha)  <b>Sikh</b>  Golden Temple at Amritsar</p> <p>Similarities and differences across major belief systems in <b>ritual and ceremonies</b></p>	<p>Project work on <b>sound, music and art</b> used in a variety of festivals and celebrations by</p> <p>a) major religious groups  b) non-theistic groups (humanists, atheists etc.)</p> <p>To be presented as an <b>exhibition or assembly</b></p>	<p>Identify <b>common links</b> in a range of religious and non-religious codes of conduct and values systems</p> <p><b>Visit to place of worship (or visitor from):</b>  Synagogue  Unitarian church</p>
<b><i>Sixth class - Key Figures</i></b>	<b><i>Rites and ceremonies</i></b>	<b><i>Celebrations</i></b>	<b><i>Philosophy, Beliefs, Values</i></b>
<p><b>Religious Leaders today</b> (how they are chosen, their authority):</p> <p><b>Christian:</b> Pastors, ministers (Roman Catholic: Pope, cardinals, bishops, priests)  <b>Hindu:</b> Brahmins, gurus  <b>Jewish:</b> Rabbis  <b>Muslim:</b> Imams  <b>Buddhist:</b> Lamas (including Dalai Lama) and monks  <b>Sikh:</b> No human authority figure, instead - Guru Granth Sahib (scripture) Guru Khalsa Panth (community)</p>	<p><b>Rites of Passage:</b></p> <p><b>Christian:</b> Confirmation  <b>Hindu:</b> Upanayana (Sacred Thread ceremony)  <b>Jewish:</b> Bar/Bat Mitzvah  <b>Muslim:</b> Beginning Namaz (prayer) and fasting  <b>Buddhist:</b> Becoming a monk  <b>Sikh:</b> Amrit (initiation)</p> <p><b>Exploration of humanism and atheism</b></p>	<p>Project work on <b>sound, music and art</b> used in a variety of festivals and celebrations by</p> <p>a) <b>major religious groups</b>  b) <b>non-theistic groups</b> (humanists, atheists etc.)</p> <p>To be presented as an <b>exhibition or assembly</b></p>	<p>Explore <b>how common values benefit society</b></p> <p><b>Visit to place of worship (or visitor from):</b>  Mandir  Gurdwara</p>