

# Ethical Curriculum at Parklands

Ethical Education is defined as education that enlightens, challenges and broadens out perspective of the world.

At Parklands, an Ethical Education is taught through the Learn together curriculum.

There are **four strands** which underpin the Learn Together Curriculum:

- \* An ethical approach to the environment (EE)
- \* Belief systems (BS)
- \* Equality and Justice (EJ)
- \* Values and Ethical perspectives (VEP)

## Aims of the Values and Ethical Perspectives Strand



Pupils will be enabled to:

- 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 Equality and Justice Strand



Pupils will be enabled to:

- 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 an Ethical Approach to the Environment Strand

Pupils will be enabled to:

- 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.

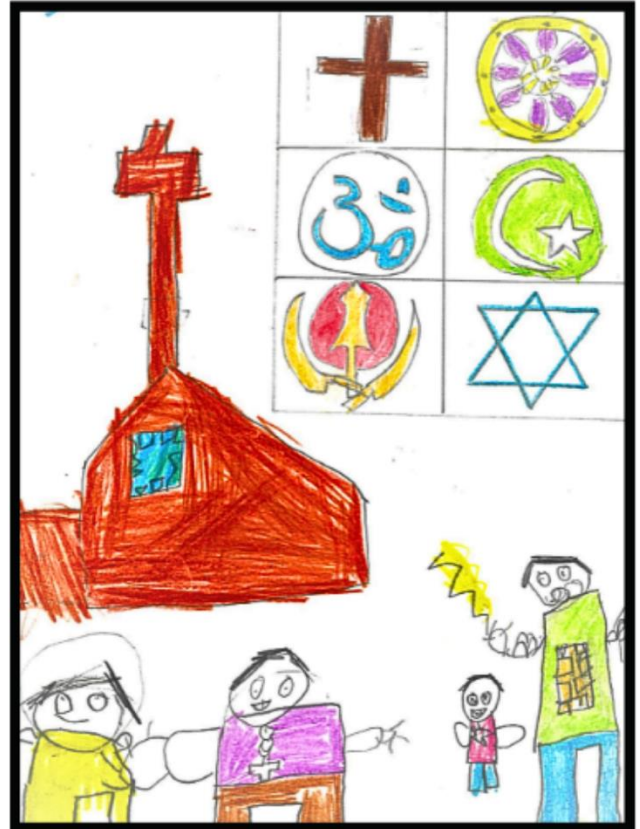




# Aims of the belief Systems

Pupils will be enabled to:

- 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.



# Learn Together: an Ethical Curriculum

## The Learn Together Curriculum Aims to:

- 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.

# Year Group Teaching Progression

## Reception

### Values and Ethical Perspectives Strand

Please Refer to Jigsaw Planning:



### Equality and Justice Strand

Woven into other curriculum areas. This should be made clear on LTP and MTP and for children in lessons.

The pupils will be enabled to:

- Justify why something is 'fair' or 'unfair' in stories and scenarios.
- Engage in role play and other activities which explore the concepts of 'fair' and 'unfair'.
- Demonstrate an understanding of the nuances and grey areas that sometimes exist between what is 'fair' and 'unfair'.

### Ethical Approach to the Environment Strand

Woven into other curriculum areas. This should be made clear on LTP and MTP and for children in lessons.

The pupils will be enabled to:

- Carry out an exploration of the natural world around them by engaging in research about a bird / animal / plant / tree or another form of life in their environment.
- Participate in an environmental audit of their school or local area by going on an organised walk considering the sights and sounds experienced and the names of trees, plants and flowers etc.
- Articulate the importance of caring for nature and the positive benefits of interacting with the natural world such as excitement of seeing wildlife, walking through nature, listening to bird song, exploring rock pools etc.

# Year Group Teaching Progression

## Year 1

### Values and Ethical Perspectives Strand

Please Refer to Jigsaw Planning:



Being Me in My World



Celebrating Difference



Dreams & Goals



Healthy Me



Relationships



Changing Me

### Equality and Justice Strand

Woven into other curriculum areas. This should be made clear on LTP and MTP and for children in lessons.

The pupils will be enabled to:

- Discuss the importance of voicing opinions and views.
- Role play the implications of one or two voices dominating the conversation.
- Articulate the difference between hearing and listening.
- Discuss the benefits of group members listening to one another.
- Experience talks, presentations, speeches from members / prospective members of the Student Council
- Use and experience the language of dialogue e.g. I agree / I disagree, Why is this so / Maybe / I wonder if?
- Experience regular opportunities to engage in class votes.
- Demonstrate an understanding that it's possible to disagree with an opinion while still respecting the individual expressing that opinion.

### Ethical Approach to the Environment Strand

Woven into other curriculum areas. This should be made clear on LTP and MTP and for children in lessons.

The pupils will be enabled to:

- Participate in nature walks to explore their school's immediate environment.
- Differentiate between natural and human-made materials.
- Engage in research and discussion around environmental issues in their locality such as plastic pollution or litter.
- Identify and communicate strategies to address the environmental issues in their locality such as eliminating single-use plastic in the classroom.
- Demonstrate an understanding of the importance of composting and recycling.



# Year Group Teaching Progression

## Year 2

### Values and Ethical Perspectives Strand

Please Refer to Jigsaw Planning:



### Equality and Justice Strand

Woven into other curriculum areas. This should be made clear on LTP and MTP and for children in lessons.

The pupils will be enabled to:

- Explore how respect can be demonstrated through words and gestures e.g. saying sorry and thank you, smiling, waving, moving aside where appropriate etc.
- Engage in role plays and written activities that involve respectful communication e.g. inviting someone to join a game, expressing gratitude etc.
- Identify and explore different forms of communication e.g. verbal, non-verbal, written, digital, through music, visual arts etc.
- Discuss the importance of voicing opinions and views respectfully.
- Use the language of dialogue e.g. I agree / disagree with ... because ...
- Experience regular opportunities to express opinions and preferences which are acted upon where appropriate.
- Demonstrate an understanding of the role of democratic bodies within the school e.g. the Student Council

### Ethical Approach to the Environment Strand

Woven into other curriculum areas. This should be made clear on LTP and MTP and for children in lessons.

The pupils will be enabled to:

- Investigate the life cycle of an animal of their choice.
- Discuss and debate why it is that some animals resonate with us more than others and the implications for species considered 'cute' and 'not cute'.
- Demonstrate an understanding of how we should care for the natural world, such as planting flowers that attract pollinators and / or investigating the importance of native trees.
- Explore the concept of interdependence by examining food chains and / or eco-systems.

# Year Group Teaching Progression

## Year 3

### Values and Ethical Perspectives Strand

Please Refer to Jigsaw Planning:



### Equality and Justice Strand

Woven into other curriculum areas. This should be made clear on LTP and MTP and for children in lessons.

The pupils will be enabled to:

- Distinguish between needs and wants.
- Identify that we all have human rights related to everyday life such as the right to play, shelter, education, food, clothing and a safe home.
- Explore the importance of human rights and how they belong to everyone regardless of ethnic background, religious or secular belief, gender, sexual orientation, (dis) ability etc.
- Explore stories and scenarios that bring human rights to life.



# Year Group Teaching Progression

## Year 4




### Values and Ethical Perspectives Strand

Please Refer to Jigsaw Planning:



### Equality and Justice Strand

Woven into other curriculum areas. This should be made clear on LTP and MTP and for children in lessons.











Equality and Justice	
Element	Year 4
Democratic Process	Demonstrate an understanding of how the democratic process works within the school by exploring the structures of e.g. the Student Council, Green Flag Committee, Active Flag Committee etc.
Human Rights and Global Citizenship	Select and research a number of rights enshrined in the Convention on the Rights of the Child.
Equality Issues	Engage in research on the meaning of equality by examining the following issue: <ul style="list-style-type: none"><li>(dis)ability</li></ul> SDGs: <b>Y4</b> 
Equality and Justice	
Examples of Equality-based Initiatives	Engage in research on the work of a prominent figure or group in social justice activism in the UK, past or present addressing one of the following issues: <ul style="list-style-type: none"><li>religion</li><li>or</li><li>age</li></ul> SDGs:  <i>Links to History</i> 
Equality-based Activism	Identify an equality issue locally and engage in activism to address this issue e.g. through awareness raising, letters to local representatives etc.

# Year Group Teaching Progression

## Year 4

### Ethical Approach to the Environment Strand

Woven into other curriculum areas. This should be made clear on LTP and MTP and for children in lessons.

Element	Y4	Element	Year 4	Element	Year 4
Environmental Issues	<p>Engage in research in one of the following:</p> <ul style="list-style-type: none"> <li>single-use plastics.</li> <li>micro-plastics e.g. glitter.</li> <li>introduced flora e.g. rhododendron and fauna e.g. mink.</li> <li>a contemporary environmental issue.</li> </ul> <p>Critically examine the impact of the above on life on land and / or sea. <i>Links to: Science Geography DT</i></p>	Interdependence of life	<p>Demonstrate an understanding of how human consumption has impacted on oceans and ocean life e.g. plastic pollution. <i>Links to: Geography</i></p> <p>SDGs: </p> <div>   </div> <div>   </div>	Environmental Activism	<p>Engage in environmental activism by addressing an issue researched in previous elements.</p> <p>Select one from:</p> <ul style="list-style-type: none"> <li>oceans and ocean life.</li> <li>single-use plastic.</li> <li>micro-plastics e.g. glitter</li> <li>introduced flora e.g. rhododendron and fauna e.g. mink.</li> <li>a contemporary environmental issue.</li> </ul> <p>SDGs: </p> <div>   </div> <div>   </div>
		Examples of Environmental Initiatives	<p>Engage in research on the work and positive impact of a local environmental initiative e.g. community garden, Tidy Town or Cleaner Coast etc.</p>		



#### Note on Environmental Activism Element:

When teaching the following elements, it should be acknowledged that failure to achieve all / any of the stated aims of a particular initiative is a natural component of activism. Change often comes slowly or not at all and success cannot always be objectively measured. There is an integrity to failure – trying to do something is better than doing nothing.

# Year Group Teaching Progression

## Year 5

### Values and Ethical Perspectives Strand

Please Refer to Jigsaw Planning:






### Equality and Justice Strand

Woven into other curriculum areas. This should be made clear on LTP and MTP and for children in lessons.

Element	Year 5
Democratic Process	Demonstrate an understanding of how the democratic process works locally with specific reference to the role of councillors and local <b>MP</b>  <i>English: Non-fiction texts</i> <i>Letter</i>
Human Rights and Global Citizenship	Select and research a number of rights enshrined in the Universal Declaration of Human Rights.
Equality Issues	Engage in research on the meaning of equality by examining the following issue:  • LGBTQ +  SDGs: <b>Y5</b>   

### Equality and Justice

Examples of Equality-based Initiatives	Engage in research on the work of a prominent figure or group in social justice activism in <b>UK</b> , past or present addressing one of the following issues:  • family and / or marital status or • poverty and homelessness  <i>Links to History</i>  SDGs:   
Equality-based Activism	Identify an equality issue locally and engage in activism to address this issue e.g. through awareness raising, letters to local representatives etc.












# Year Group Teaching Progression

## Year 5

### Ethical Approach to the Environment Strand

Woven into other curriculum areas. This should be made clear on LTP and MTP and for children in lessons.

#### An Ethical Approach to the Environment

Element	Y5	Element	Year 5	Element	Year 5
Environmental Issues	Engage in research in one of the following: <ul style="list-style-type: none"> <li>cutting down of hedgerows.</li> <li>animal welfare impacted by mass production of food.</li> <li>a contemporary environmental issue.</li> </ul>	Interdependence of life	Demonstrate an understanding of how human consumption has impacted on availability of water. <i>Links to: Geography Science</i> SDGs: 	Environmental Activism	Engage in environmental activism by addressing an issue researched in previous elements.  Select one from: <ul style="list-style-type: none"> <li>availability of water.</li> <li>extraction of palm oil</li> <li>sustainable transport options</li> <li>a contemporary environmental issue.</li> </ul>
	Critically examine the impact of the above on life on land and / or sea.  <i>Links to: Geography - Human Design &amp; Technology</i>		   		SDGs:    
		Examples of Environmental Initiatives	Engage in research on the work of a prominent figure or group in environmental activism <i>in the UK</i> past or present.  <i>Links to: Science, History beyond 1066</i>		



#### Note on Environmental Activism Element:

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# Year Group Teaching Progression

## Year 6

### Values and Ethical Perspectives Strand

Please Refer to Jigsaw Planning:



BM  
Being Me in My World



CD  
Celebrating Difference



DG  
Dreams & Goals



HM  
Healthy Me








RL  
Relationships



CM  
Changing Me

### Equality and Justice Strand

Woven into other curriculum areas. This should be made clear on LTP and MTP and for children in lessons.

Equality and Justice	
Element	Year 6
Democratic Process	<p>Demonstrate an understanding of how the democratic process works nationally, with <b>reference to other processes including proportional representation.</b></p> <p><i>Links to: History</i></p>
Human Rights and Global Citizenship	<p>Explore what it means to be a global citizen with specific reference to the Sustainable Development Goals.</p>
Equality Issues	<p>Engage in research on the meaning of equality by examining the following issue:</p> <ul style="list-style-type: none"><li>racism</li></ul> <p>SDGs: <b>Y6</b></p> <div></div>
Examples of Equality-based Initiatives	<p>Engage in research on the work of a prominent figure or group in social justice activism in <b>Ir UK</b> id, past or present addressing the following issue:</p> <ul style="list-style-type: none"><li>gender inequality</li></ul> <p>SDGs: </p> <p><i>Links to History</i></p> <div></div>
Equality-based Activism	<p>Identify an equality issue nationally and engage in activism to address this issue e.g. through awareness raising, letters to national representatives etc.</p>

# Year Group Teaching Progression

## Year 5

### Ethical Approach to the Environment Strand

Woven into other curriculum areas. This should be made clear on LTP and MTP and for children in lessons.

#### An Ethical Approach to the Environment

Element	Y6 (choice)	
Environmental Issues	Engage in research in one of the following: <ul style="list-style-type: none"> <li>extraction of palm oil.</li> <li>sustainable transport options.</li> <li>a contemporary environmental issue.</li> </ul> <p>Critically examine the impact of the above on life on land and / or sea.</p> <p><i>Links to: DT Geography</i></p>	Engage in research in one of the following: <ul style="list-style-type: none"> <li>fast fashion.</li> <li>food miles.</li> <li>a contemporary environmental issue.</li> </ul> <p>Critically examine the impact of the above on life on land and / or sea.</p> <p><i>Links to DT History (Designers) Geography</i></p>

SDGs:



Element	Year 6	Element	Year 6
Interdependence of life	Demonstrate an understanding of how human consumption has impacted on biodiversity i.e. plants and animals. <i>Links to: Physical geography, Science</i>  SDGs:	Environmental Activism	Engage in environmental activism by addressing an issue researched in previous elements.  Select one from: <ul style="list-style-type: none"> <li>biodiversity</li> <li>fast fashion</li> <li>food miles</li> <li>contemporary environmental issue.</li> </ul> <p>SDGs: </p>

#### Note on Environmental Activism Element:

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# Year Group Teaching Progression

## Year 6

### Belief Systems Strand

#### Torah: Judaism

Apply (children reflect on how concept affects them and others – impact on feelings and behaviours).

- Articulate the feelings favourite and significant books can evoke.
- Discuss whether others would have similar responses to their choice of favourite and significant books.
- Discuss the feelings a rule book or set of rules evokes i.e., security; comfort; annoyance.
- Discuss the impact laws have on society e.g., those passed by the Dáil and those enshrined in Bunreacht na hÉireann.

