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
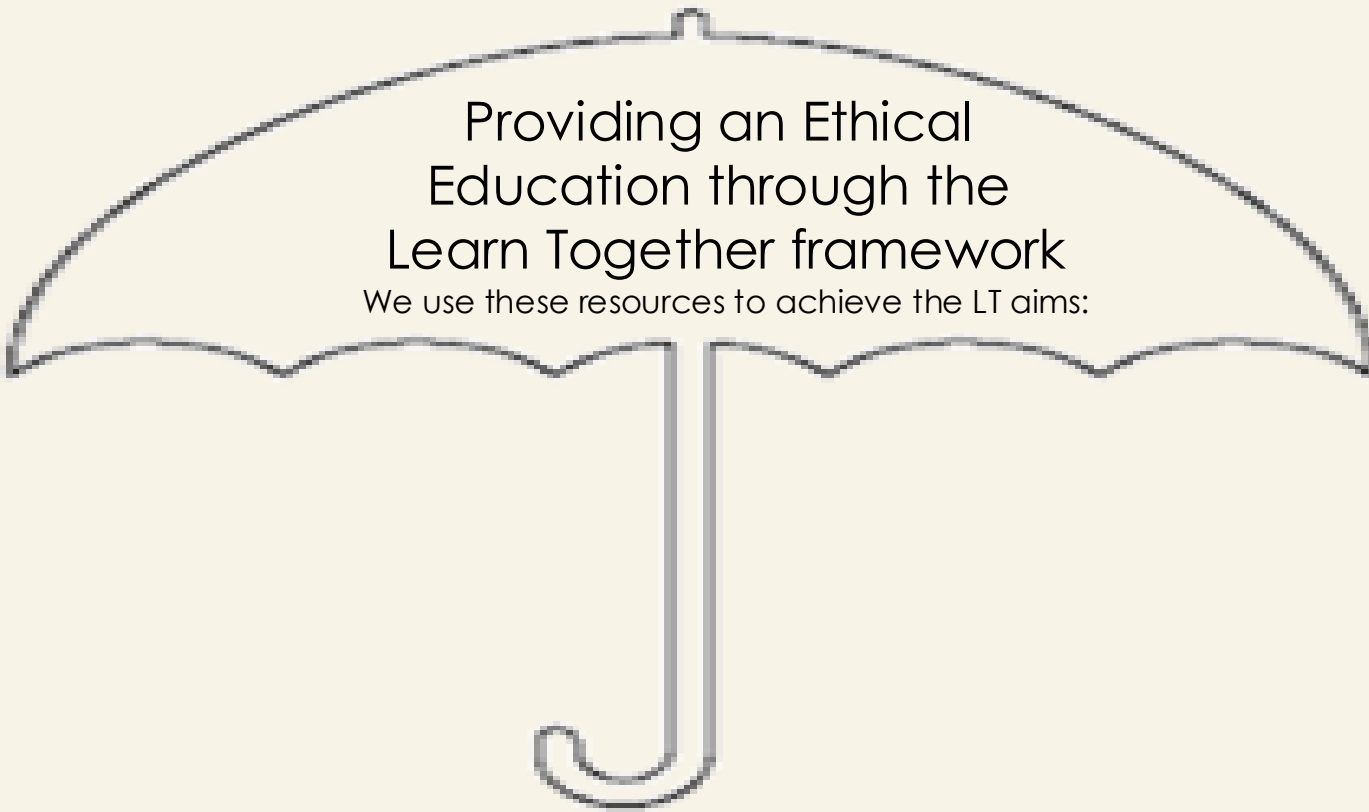
Pupils will be enabled to:

- 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.
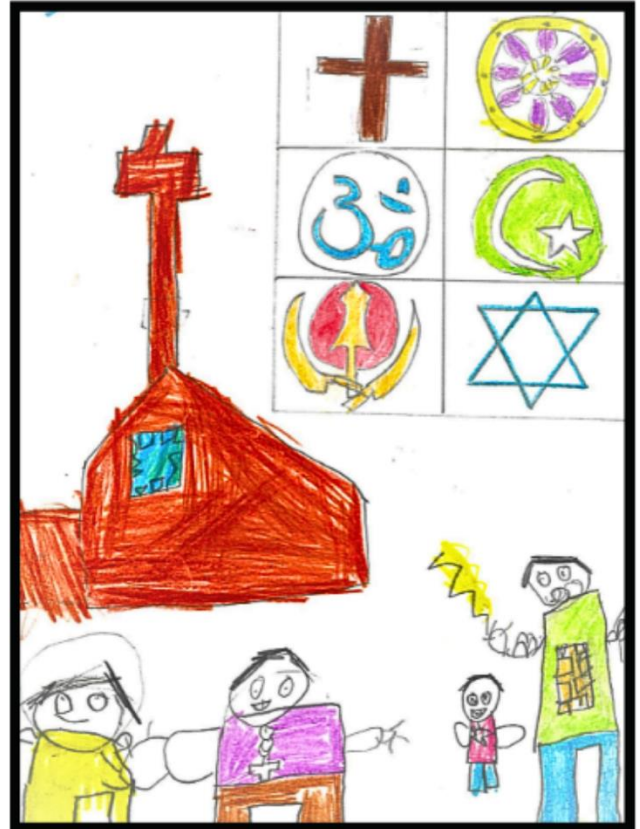
Learn Together: an Ethical Curriculum

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.

Providing an Ethical
Education through the
Learn Together framework
We use these resources to achieve the LT aims:

To deliver and Ethical Curriculum and ensure the aims of the Learn Together Curriculum are met we use:

- Jigsaw PSHE –

  A mindful approach to PSHE (Personal, Social, Health Education), which systematically develops children's inner worlds, empowering them as unique individuals enjoying positive relationships with self and others, and thereby becoming self-regulating effective learners with agency.

  Meets all statutory Relationship and Health Education requirements and includes Sex Education

  Builds the positive, inclusive and caring ethos of the school

  Elevates educational outcomes by empowering children's self-regulation, emotional literacy and self-belief

- Learn Together Belief System progression

- Cross Curricular planning to incorporate the outcomes outlined in the Ethical Approach to the Environment strand (e.g. through books select in English writing or Guided reading, geography, Rights Respecting Schools work)

Teaching expectations

Jigsaw

All classes need to deliver <mark>one jigsaw lesson per week</mark>, preferably on a Monday. This needs to be explicitly taught and referred to as 'Learn Together' on your timetable. We are just using jigsaw as a tool to deliver the content. Slide 8 onwards gives you information on how to navigate Jigsaw.
Jigsaw work will need to go in Learn Together books and/or portfolios

Values (via Jigsaw)

Our school values:
Responsibility. Compassion. Aspiration. Respect. Collaborative. Adaptable

*Our school values support the learning content in each unit theme:

*To help children internalise and then live the Learn Together ethos in their school lives as well as just in Learn Together lessons, we will be using 'Weekly Celebration Scrolls', which celebrate a common global learning message (attitude or behaviour) across the whole school. This will be the same in every class and our Friday celebration assemblies will focus around this shared goal.

<mark>*You will need to introduce the weekly goal on a Monday</mark>. This can form the beginning of your Jigsaw lesson or first thing in the morning if for any reason, you are unable to deliver your Jigsaw lesson on a Monday.

*After introducing the weekly goal on a Monday, please continue to refer to our termly value and weekly goal across the week. You might choose to do mini activities to support understanding of the termly value during morning class family time.
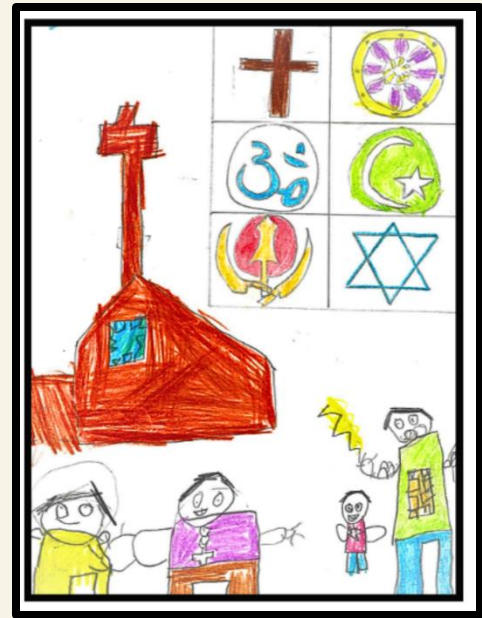
Teaching expectations

Belief systems

There needs to be one Learn Together: Belief systems lesson per week.
Please refer to your year group progression
from slide 13 onwards for the curriculum content to be taught.
Work from this will need to go in Learn Together books and/or in your Learn Together portfolios.

Ethical approach to the environment

The Ethical approach to the environment strand will be taught through your termly topics. Please refer to your year group progression from slide 13 onwards for the curriculum content to be taught. You will need to make sure that this is explicitly on your long-term plans – making it clear where each Learn Together objective is covered.

When teaching foundation subjects with a Learn Together link, please ensure that both the foundation subject symbol and Learn Together symbol is on your timetable and any teaching resources (e.g PowerPoint) and Learning Objectives/success criteria.

Navigating Jigsaw

You can access Jigsaw using this link:
https://jigsawpshe.online/login/

Username: BS247NH
Password: EducateTogether2014

Where to start?

When you login to Jigsaw you will need to go to:
Materials – Jigsaw pshe – getting started
You can then go to 'getting started' and 'overviews'.

These sections will give you lots of information on the background and fundamentals of Jigsaw.

Where to find lessons and resources

For your year group lessons you will need to go to:Your age range/puzzle piece
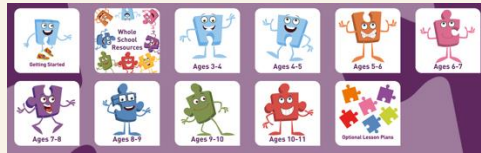

Click the relevant puzzle piece

You will then see a unit overview – week by week.
This outlines vocab, Learning objective and resources you will need.

Puzzle Outcome

The whole-school Learning Charter is the Puzzle Outcome for this Puzzle.

Weekly Celebration	Piece and Vocabulary	PSHE learning intention	Social and emotional development learning intention	Resources
Help others to feel welcome	1. Special and Safe Safe Special Calm	I know how to use my Jigsaw Journal	I feel special and safe in my class	Jigsaw Charter, Jigsaw Chime, Jigsaw Jack, **Jigsaw Jack's letter**, Jigsaw Journals, My Jigsaw Journey, Learning/Reflection Sheet, Jigsaw Jerrie Cat.

Navigating Jigsaw cont.

Puzzle Map

Class Teacher Prep

Assessment

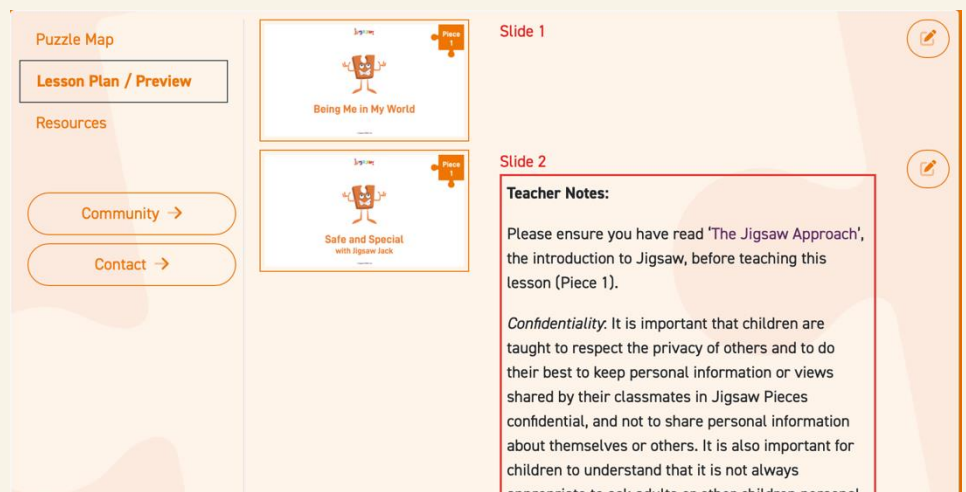Knowledge Organisers

Legacy Learning
Journeys
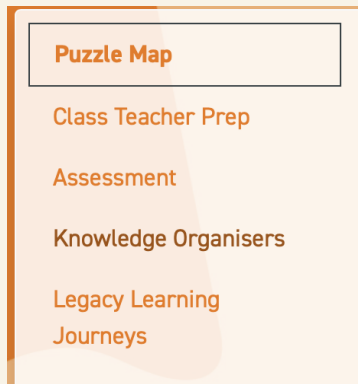
In the left-hand corner, you will also see a section that has 'teacher prep' alongside knowledge organisers and assessment (we will not be assessing Learn Together, but it is there for you to look at should you wish)

Above this, you will see more puzzle pieces. These are your weekly lessons.

1.Special and Safe

2.My Class

3.Rights and Responsibilities

4.Rewards and Feeling Proud

5.Consequences

6.Owning Our Learning Charter

Slides

Puzzle Map

Lesson Plan / Preview

Resources

When you click on the weekly lesson, you will see your lesson plan and slides on the left-hand side.

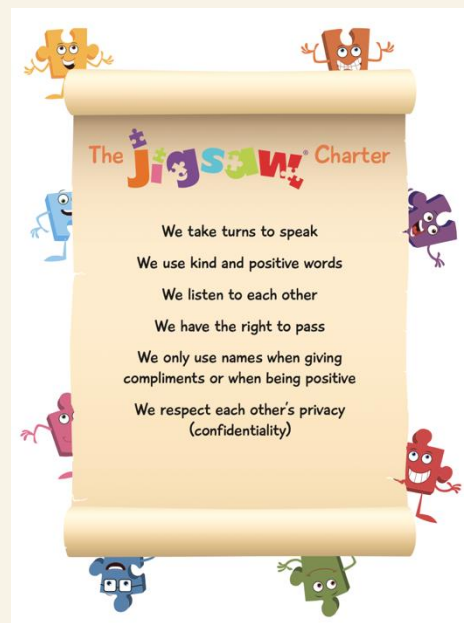When you click on lesson plan/preview, you will see teaching notes and delivery recommendations for each slide.

Puzzle Map

Lesson Plan / Preview

Resources

Community →

Contact →

Being Me in My World

Safe and Special with Jigsaw Jack

Piece 1

Piece 1

Slide 1

Slide 2

Teacher Notes:

Please ensure you have read 'The Jigsaw Approach', the introduction to Jigsaw, before teaching this lesson (Piece 1).

Confidentiality: It is important that children are taught to respect the privacy of others and to do their best to keep personal information or views shared by their classmates in Jigsaw Pieces confidential, and not to share personal information about themselves or others. It is also important for children to understand that it is not always appropriate to ask adults or other children personal

What to have in your class

For delivering Jigsaw lessons you will need:

*A soft jigsaw puzzle piece
*A Jerry cat
*Chime bar
*Jigsaw class charter (provided in September)-
This will be referred to at the beginning of every lesson

In your class environment you must have:

*Weekly celebration scroll (provided in September) –
This needs to be introduced on a Monday and referred to
Frequently throughout the week.

Jigsaw progression per year group

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Jigsaw progression per year group

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Manging my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

Year Group Teaching Progression – Belief Systems

YR	Remembering (Christianity)		Special Books (Judaism)	
Y1	Love (Hinduism)		Seasons (Atheism/Agnosticism/Humanism)	
Y2	Celebrating (Sikhism)		Growing and Changing (Christianity)	
Y3	Special Clothes/Dress (Islam)		Giving Things Up (Buddhism)	
Y4	Belonging (Sikhism)	Pilgrimage (Islam)	Symbolism (Atheism, Agnosticism and Humanism)	
Y5	Ritual (Buddhism)	Prophecy (Judaism)	Sacred (Hinduism)	Faith (Christianity)
Y6	Trinity: Christianity	Rationalism: Atheism, Agnosticism & Humanism	Ummah (Islam)	Nirvana (Buddhism)

Year Group Teaching Progression

Pre-school

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

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

Reception

Values and Ethical Perspectives Strand

Please Refer to Jigsaw Planning:

BM	CD	DG	HM	RL	CM
Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me

Equality and Justice Strand

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Reception

Belief Systems

The following themes will adopt a conceptual enquiry approach focusing on one belief system: Sikhism, Buddhism, Hinduism, Atheism / Agnosticism / Humanism, Christianity, Islam or Judaism. There are eight themes that relate to Belief Systems from Junior Infants to Second Class. Each theme must be allocated to one of the seven belief systems and all seven must be taught from Junior Infants to Second Class.

There are five stages in the conceptual enquiry approach. Learning outcomes are presented under each stage. Please note that under the 'contextualise' stage of the conceptual enquiry approach, visits to places of worship, presentations from members of belief communities, exploration of celebrations etc. are encouraged.

Remembering	EYFS

The pupils will be enabled to:

Communicate (children reflect on own experiences of concept)
- Recall events, holidays or people that are significant to them.
- Identify what helps us to remember (mementos, photographs, books, etc.)

Apply (children reflect on how concept affects them and others – impact on feelings and behaviours)
- Articulate why we like to remember and why it is important to remember.
- Acknowledge that we all don't remember in the same way (may not remember same event or may not remember same event in the same way).
- Acknowledge that memories may affect feelings (by invoking sadness / happiness) and actions (by revisiting places or talking about people / events).

Enquire (children speculate and ask questions about concept)
- Articulate that memories may be triggered unexpectedly by a smell or taste.
- Articulate that sometimes we have no control over what we remember.
- Explain what it means to remember.

Contextualise (children create connections between concept and belief system)
- Identify connections that exist between memory and a religious artefact / symbol that represents a significant event (e.g. stories, parables, historical accounts).
- Explore the significance of a religious artefact / symbol for some members of the belief system.

Reflect (children reflect on value and importance of concept)
Within (belief system / from viewpoint of member of belief system)
- Engage in debate and discussion on the reasons some members of the belief system consider it important to remember significant stories / events.
Without (from children's perspective)
- Engage in debate and discussion on whether it is important or beneficial to remember events or people.

Year Group Teaching Progression

Reception

Belief Systems

Special Books	EYFS

The pupils will be enabled to:

Communicate (children reflect on own experiences of concept)
- Identify their favourite book(s) and books that have significant meaning for them.
- Articulate the reasons for this choice.
- Identify that books can be special to people for different reasons.

Apply (children reflect on how concept affects them and others – impact on feelings and behaviours)
- Identify circumstances and times when they like to look at / read a book by themselves and when they like to have a book read to them.
- Name feelings and actions that are brought about when they interact with special book.

Enquire (children speculate and ask questions about concept)
- Identify reasons that make some books special.
- Identify how the status of some books can be elevated to become special (e.g. signed by author, have a personal message, receive a religious blessing, decorated with a special cover).

Contextualise (children create connections between concept and belief system)
- Identify a special book associated with one belief system.
- Recall why the book is special for many members of the belief system.
- Articulate whether there are special conditions associated with handling this book or keeping it safe.

Reflect (children reflect on value and importance of concept)
Within (belief system / from viewpoint of member of belief system)
- Engage in debate and discussion on the importance to belief community of reading texts either individually or within a community setting.
Without (from children's perspective)
- Engage in debate and discussion on whether it's important that special books are treated with respect.

Year Group Teaching Progression

Year 1

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.

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 1

Belief Systems Strand

The following themes will adopt a conceptual enquiry approach focusing on one belief system: Sikhism, Buddhism, Hinduism, Atheism / Agnosticism / Humanism, Christianity, Islam or Judaism. There are eight themes that relate to Belief Systems from Junior Infants to Second Class. Each theme must be allocated to one of the seven belief systems and all seven must be taught from Junior Infants to Second Class.

There are five stages in the conceptual enquiry approach. Learning outcomes are presented under each stage. Please note that under the 'contextualise' stage of the conceptual enquiry approach, visits to places of worship, presentations from members of belief communities, exploration of celebrations etc. are encouraged.

Love	Y1

The pupils will be enabled to:

Communicate (children reflect on own experiences of concept)
- Identify when and how they feel loved.

Apply (children reflect on how concept affects them and others – impact on feelings and behaviours)
- Identify when and how they express love to others.
- Identify different types of love such as love for people, food, sport, pets or toys. (Note: some children may name love for god).
- Articulate the feelings and actions evoked by love from and for others.

Enquire (children speculate and ask questions about concept)
- Identify that some religious and secular celebrations and rites of passage are associated with love, such as the naming of a child or marriage.

Contextualise (children create connections between concept and belief system)
- Identify a celebration in one belief system which features expressions of love, such as Wesak (love for memory of Buddha when celebrating his birthday), Christmas (love of parents for child; love of God for world) or Diwali (love between Rama and Sita).
- Recall a story of celebration.

Reflect (children reflect on value and importance of concept)
Within (belief system / from viewpoint of member of belief system)
- Engage in debate and discussion on why it is important for members of the belief system to acknowledge love in the chosen celebration.
Without (from children's perspective)
- Engage in debate and discussion about whether celebrations or rites of passage would change if love was not a key feature.

Year Group Teaching Progression

Year 1

Belief Systems Strand

Links to: Geography: Human/Physical Science	Seasons	Year 1

The pupils will be enabled to:

Communicate (children reflect on own experiences of concept)
- Identify seasons and months of the year.
- Name their favourite season and give reasons for their answer.
- Name the month / season when significant (personal) events occur in their lives.

Apply (children reflect on how concept affects them and others – impact on feelings and behaviours)
- Identify special events and occasions during the year.
- Discuss how some celebrations are fixed and remain the same every year and others are not.
- Identify feelings and actions these events and occasions bring about.

Enquire (children speculate and ask questions about concept)
- Articulate the role seasons play in the year and calendar (marking the passing of time).

Contextualise (children create connections between concept and belief system)
- Discover two historic markers of seasonal change (solstice and equinox) and identify when they take place during the year.
- Recall the identifying features of solstices and equinoxes.
- Explore how solstices and equinoxes are related to light and dark.

Reflect (children reflect on value and importance of concept)
Within (belief system / from viewpoint of member of belief system)
- Identify examples of solstices and equinoxes.
Without (from children's perspective)
- Engage in debate and discussion on the advantages and disadvantages of having 7 days in a week, 2 days in a weekend, 12 months in a year, summer holidays during July and August.

Year Group Teaching Progression

Year 2

Values and Ethical Perspectives Strand

Please Refer to Jigsaw Planning:

BM	CD	DG	HM	RL	CM
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:

- 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 2

Belief Systems Strand

The following themes will adopt a conceptual enquiry approach focusing on one belief system: Sikhism, Buddhism, Hinduism, Atheism / Agnosticism / Humanism, Christianity, Islam or Judaism. There are eight themes that relate to Belief Systems from Junior Infants to Second Class. Each theme must be allocated to one of the seven belief systems and all seven must be taught from Junior Infants to Second Class.

There are five stages in the conceptual enquiry approach. Learning outcomes are presented under each stage. Please note that under the 'contextualise' stage of the conceptual enquiry approach, visits to places of worship, presentations from members of belief communities, exploration of celebrations etc. are encouraged.

Celebrating	Y2

The pupils will be enabled to:

Communicate (children reflect on own experiences of concept)
- Identify celebrations that are meaningful to them such as birthdays, or family occasions.

Apply (children reflect on how concept affects them and others – impact on feelings and behaviours)
- Identify the reasons behind these celebrations and the feelings these celebrations may evoke such as happiness, joy, excitement, a sense of anticipation.
- Identify common elements of celebrations, such as food, music, games, special clothes.

Enquire (children speculate and ask questions about concept)
- Articulate reasons why celebrations are important and meaningful and why celebrating regularly or all the time would have its disadvantages.

Contextualise (children create connections between concept and belief system)
- Identify a celebration from one belief system and explore how it is celebrated.

Reflect (children reflect on value and importance of concept)
Within (belief system / from viewpoint of member of belief system)
- Engage in debate and discussion on the importance of above celebration(s) to many members of the belief system
Without (from children's perspective)
- Engage in debate and discussion on the implications of not having or marking celebration(s).

Year Group Teaching Progression

Year 2

Belief Systems Strand

Growing and Changing	Y2

The pupils will be enabled to:

<u>Communicate (children reflect on own experiences of concept)</u>
- Identify how much they have grown since birth.
- Discuss how their likes / dislikes have changed over the years.
- discuss how their family circumstances have changed e.g. new sibling(s), new home, new pet.

<u>Apply (children reflect on how concept affects them and others – impact on feelings and behaviours)</u>
- Identify any changes that have occurred within the school community.
- Discuss how change can affect feelings e.g. excitement, insecurity, apprehension, anticipation, happiness.

<u>Enquire (children speculate and ask questions about concept)</u>
- Identify any changes within local community over the past number of years e.g. new supermarket, road etc.
- Discuss whether change is always positive.
- Discuss whether it's possible to prevent change and whether change is always commensurate with progress.

<u>Contextualise (children create connections between concept and belief system)</u>
- Identify any changes that occur within the practice of one belief system e.g. receiving communion, wearing a headscarf, fasting for Ramadan etc.
- Examine changes which have occurred within one belief system e.g., change of leader or place of worship.

<u>Reflect (children reflect on value and importance of concept)</u>
Within (belief system / from viewpoint of member of belief system)
- Discuss the benefits of change for members of the belief system e.g. more responsibility.

Without (from children's perspective)
- Engage in debate and discussion on the types of changes that occur as we grow and the importance of such changes for members of the belief system e.g. rites of passage.

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 3

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:

- Play an active role in maintaining a positive classroom environment by tidying up, picking up stray materials on the classroom floor, stacking chairs, wiping tables etc.
- Where possible, meet with the cleaning staff to
  - explore how they can contribute to a tidy classroom environment.
  - demonstrate respect for their work.
- Identify strategies to reduce single-use plastic in the classroom, school and home environments.
- Promote the importance of composting and recycling.
- Present on an environmental issue at a school assembly.
- Examine the environmental impacts of different modes of transportation such as walking, cycling, public transport, cars.
- Engage in active citizenship e.g. lobbying local businesses around plastic packaging, promoting 'walking buses' etc.

Year Group Teaching Progression

Year 3

Belief Systems Strand

The following themes will adopt a conceptual enquiry approach focusing on one belief system: Sikhism, Buddhism, Hinduism, Atheism / Agnosticism / Humanism, Christianity, Islam or Judaism. There are eight themes that relate to Belief Systems from Junior Infants to Second Class. Each theme must be allocated to one of the seven belief systems and all seven must be taught from Junior Infants to Second Class.

There are five stages in the conceptual enquiry approach. Learning outcomes are presented under each stage. Please note that under the 'contextualise' stage of the conceptual enquiry approach, visits to places of worship, presentations from members of belief communities, exploration of celebrations etc. are encouraged.

Special Clothes / Dress	Y3

The pupils will be enabled to:

Communicate (children reflect on own experiences of concept)
- Identify items of clothing for different types of weather.
- Identify items of clothing for different occasions such as school, weekend, bed, beach, and sporting activities.

Apply (children reflect on how concept affects them and others – impact on feelings and behaviours)
- Discuss the reasons why we might change how we dress according to different occasions and circumstances.
- Articulate the feelings different types of clothing may evoke such as warmth, security or discomfort.

Enquire (children speculate and ask questions about concept)
- Discuss how some types of clothes have changed over time and other clothes have not.
- Identify individuals in the community who wear a particular form of dress or uniform such as police, people at food counter, painters or some members of particular belief systems.
- Articulate that some items of clothing or ways of dressing can hold a particular meaning for people.

Contextualise (children create connections between concept and belief system)
- Identify individuals from one belief system who wear may wear particular form of dress – day to day and / or visiting a place of worship.
- Identify leaders in belief system who wear particular form of dress.
- Identify one common distinctive form of clothing in belief system e.g. head covering, robes, scarfs.

Reflect (children reflect on value and importance of concept)
Within (belief system / from viewpoint of member of belief system)
- Engage in debate and discussion on the importance of wearing distinctive dress for members of the belief system.
Without (from children's perspective)
- Engage in debate and discussion on the value of special clothing for individuals and groups.

Year Group Teaching Progression

Year 3

Belief Systems Strand

Giving Things Up	Y3

The pupils will be enabled to:

Communicate (children reflect on own experiences of concept)
- Identify times when they had to give up something or go without something such as access to screens / tv / online games or not being able to play due to an injury.

Apply (children reflect on how concept affects them and others – impact on feelings and behaviours)
- Articulate how they felt and acted during this time e.g. impatient, occupied their time differently, anticipated the return of the item / event, appreciated it more upon its return.

Enquire (children speculate and ask questions about concept)
- Discuss the different reasons why people give things up.
- Articulate the meaning of giving things up.

Contextualise (children create connections between concept and belief system)
- Identify the concept of sacrifice or 'giving things up' in one belief system.
- Listen to and discuss stories and experiences of people who make sacrifices or give something up for religious reasons.

Reflect (children reflect on value and importance of concept)
Within (belief system / from viewpoint of member of belief system)
- Engage in debate and discussion on the importance of giving things up for members of a belief system.

Without (from children's perspective)
- Engage in debate and discussion on whether giving something up or going without something for a time makes us more appreciative of or grateful for it.

Year Group Teaching Progression

Year 4

Values and Ethical Perspectives Strand

Please Refer to Jigsaw Planning:

BM	CD	DG	HM	RL	CM
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.

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.	Examples of Equality-based Initiatives	Engage in research on the work of a prominent figure or group in social justice activism in Ir *UK* I, past or present addressing one of the following issues: • religion or • age **SDGs:** 🔗 *Links to History* 10 REDUCED INEQUALITIES
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: • (dis)ability SDGs: **Y4** 🔗 10 REDUCED INEQUALITIES	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
Environmental Issues	Engage in research in one of the following: • single-use plastics. • micro-plastics e.g. glitter. • introduced flora e.g. rhododendron and fauna e.g. mink. • a contemporary environmental issue. Critically examine the impact of the above on life on land and / or sea. *Links to: Science Geography DT*

SDGs: 🔗
12 RESPONSIBLE CONSUMPTION AND PRODUCTION
11 SUSTAINABLE CITIES AND COMMUNITIES
13 CLIMATE ACTION
14 LIFE BELOW WATER
15 LIFE ON LAND

Element	Year 4
Interdependence of life	Demonstrate an understanding of how human consumption has impacted on oceans and ocean life e.g. plastic pollution. *Links to: Geogaphy* SDGs: 🔗 6 CLEAN WATER AND SANITATION 12 RESPONSIBLE CONSUMPTION AND PRODUCTION 13 CLIMATE ACTION 14 LIFE BELOW WATER
Examples of Environmental Initiatives	Engage in research on the work and positive impact of a local environmental initiative e.g. community garden, Tidy Town or Cleaner Coast etc.

Element	Year 4
Environmental Activism	Engage in environmental activism by addressing an issue researched in previous elements. Select one from: • oceans and ocean life. • single-use plastic. • micro-plastics e.g. glitter • introduced flora e.g. rhododendron and fauna e.g. mink. • a contemporary environmental issue. SDGs: 🔗 12 RESPONSIBLE CONSUMPTION AND PRODUCTION 15 LIFE ON LAND 14 LIFE BELOW WATER 6 CLEAN WATER AND SANITATION

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 tacivism. 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

Belief Systems Strand

The following themes will adopt a conceptual enquiry approach focusing on one belief system: Sikhism, Buddhism, Hinduism, Atheism / Agnosticism / Humanism, Christianity, Islam or Judaism. There are eight themes that relate to Belief Systems from Junior Infants to Second Class. Each theme must be allocated to one of the seven belief systems and all seven must be taught from Junior Infants to Second Class.

There are five stages in the conceptual enquiry approach. Learning outcomes are presented under each stage. Please note that under the 'contextualise' stage of the conceptual enquiry approach, visits to places of worship, presentations from members of belief communities, exploration of celebrations etc. are encouraged.

Belonging
The pupils will be enabled to: Communicate (children reflect on own experiences of concept) • Identify groups to which they belong such as family, class, school, sports club, after school club. • Articulate how it might be possible to identify a group to which people may belong. Apply (children reflect on how concept affects them and others – impact on feelings and behaviours) • Identify the benefits of belonging to these clubs and groups and the feelings this sense of belonging may evoke, such as security, safety, acceptance, enjoyment or pride. Enquire (children speculate and ask questions about concept) • Discuss whether it is possible to sometimes belong to a group. Contextualise (children create connections between concept and belief system) • Identify one belief system to which people belong. • Identify the ways in which this belief system can nurture a sense of belonging (e.g., ritual and ceremony such as prayer, attendance at place of worship, rites of passage, pilgrimage, ablutions or fasting). Reflect (children reflect on value and importance of concept) Within (belief system / from viewpoint of member of belief system) • Engage in debate and discussion on how belonging to the belief system affects the lives of the members of this belief system. Without (from children's perspective) • Engage in debate and discussion on the advantages and disadvantages of belonging to a group and whether / why belonging to a particular group might not suit everyone.

Year 4

Belief Systems Strand

Symbolism

The pupils will be enabled to:

Communicate (children reflect on own experiences of concept)
- Identify symbols in their own lives and communities, such as the school logo as symbol of community or chicks as a symbol of Spring.

Apply (children reflect on how concept affects them and others – impact on feelings and behaviours)
- Identify a symbol that is important to them, such as a memento from a holiday or a book that they read with a family member.
- Articulate the feelings these symbols evoke, such as pride, fun, boredom, or wonder.

Enquire (children speculate and ask questions about concept)
- Identify the difference between symbol and sign (a symbol represents or stands for something, a sign informs about something).
- Discuss the meaning of symbols and why they are used.

Contextualise (children create connections between concept and belief system)
- Identify an artefact from one belief system which has a symbolic meaning. Examples include: Judaism - Star of David, Islam - star and the crescent moon, Sikhism - the Khanda, Buddhism - the Dharma wheel, Humanism- the Happy Human)
- Discuss the symbolism attributed to that artefact for the members of the belief system.

Reflect (children reflect on value and importance of concept)
Within (belief system / from viewpoint of member of belief system)
- Engage in debate and discussion on the importance of the symbol within the belief system.
Without (from children's perspective)
- Explain how they would feel if the symbols that are significant in their own lives could no longer be used.

Year Group Teaching Progression

Year 4

Belief Systems Strand

Pilgrimage		

The pupils will be enabled to:

Communicate (children reflect on own experiences of concept)
- Identify journeys which they have undertaken or undertake regularly.
- Identify the similarities and differences between these journeys, such as if they are long or short, daily or weekly, regular or irregular, functional or for pleasure.

Apply (children reflect on how concept affects them and others – impact on feelings and behaviours)
- Identify well-known walks locally or around Ireland and why they are used.
- Articulate the feelings journeys can evoke such as anticipation, excitement, boredom, exhaustion, hunger, stiffness, satisfaction.

Enquire (children speculate and ask questions about concept)
- Identify reasons why people embark on walks or long journeys.

Contextualise (children create connections between concept and belief system)
- Identify a pilgrimage associated with one belief system.
- Discuss and define the term 'pilgrimage'.

Reflect (children reflect on value and importance of concept)
Within (belief system / from viewpoint of member of belief system)
- Engage in debate and discussion on the importance of this pilgrimage to members of the belief system.

Without (from children's perspective)
- Engage in debate and discussion on whether non-members of the belief system could also embark on this journey and derive meaning from it.
- Engage in debate and discussion on whether all journeys should be as short and direct as possible.

Year Group Teaching Progression

Year 5

Values and Ethical Perspectives Strand

Please Refer to Jigsaw Planning:

BM	CD	DG	HM	RL	CM
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.

Equality and Justice

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 MP *English: Non-fiction texts Letter*
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: **Y5** 🔗 10 REDUCED INEQUALITIES

Examples of Equality-based Initiatives	Engage in research on the work of a prominent figure or group in social justice activism in I **UK**, past or present addressing one of the following issues: • family and / or marital status or • poverty and homelessness *Links to History* SDGs: 🔗 10 REDUCED INEQUALITIES 1 NO POVERTY
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
Environmental Issues	Engage in research in one of the following: • cutting down of hedgerows. • animal welfare impacted by mass production of food. • a contemporary environmental issue. Critically examine the impact of the above on life on land and / or sea. *Links to:* *Geography - Human* *Design & Technology*

SDGs: 🔗

12 RESPONSIBLE CONSUMPTION AND PRODUCTION 11 SUSTAINABLE CITIES AND COMMUNITIES

13 CLIMATE ACTION 14 LIFE BELOW WATER 15 LIFE ON LAND

Element	Year 5
Interdependence of life	Demonstrate an understanding of how human consumption has impacted on availability of water. *Links to:* *Geography* *Science* SDGs: 🔗 6 CLEAN WATER AND SANITATION 12 RESPONSIBLE CONSUMPTION AND PRODUCTION 13 CLIMATE ACTION 14 LIFE BELOW WATER
Examples of Environmental Initiatives	Engage in research on the work of a prominent figure or group in environmental activism **in the UK** past or present. *Links to: Science,* *History beyond 1066*

Element	Year 5
Environmental Activism	Engage in environmental activism by addressing an issue researched in previous elements. Select one from: • availability of water. • extraction of palm oil • sustainable transport options • a contemporary environmental issue. SDGs: 🔗 9 INDUSTRY INNOVATION AND INFRASTRUCTURE 15 LIFE ON LAND 11 SUSTAINABLE CITIES AND COMMUNITIES

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

Belief Systems Strand

The following themes will adopt a conceptual enquiry approach focusing on one belief system: Sikhism, Buddhism, Hinduism, Atheism / Agnosticism / Humanism, Christianity, Islam or Judaism. There are eight themes that relate to Belief Systems from Junior Infants to Second Class. Each theme must be allocated to one of the seven belief systems and all seven must be taught from Junior Infants to Second Class.

There are five stages in the conceptual enquiry approach. Learning outcomes are presented under each stage. Please note that under the 'contextualise' stage of the conceptual enquiry approach, visits to places of worship, presentations from members of belief communities, exploration of celebrations etc. are encouraged.

Ritual

The pupils will be enabled to:

Communicate (children reflect on own experiences of concept)
- Identify daily routines, such as getting up in the morning, going to bed at night, getting ready to play a match, or lunchtime at school.
- Identify everyday actions that are part of these routines, such as brushing teeth when going to bed.

Apply (children reflect on how concept affects them and others – impact on feelings and behaviours)
- Articulate the feelings these routines evoke such as security, boredom, safety, reassurance
- Identify what all these routines have in common (they occur regularly).

Enquire (children speculate and ask questions about concept)
- Articulate whether routines are useful or meaningful.
- Define the term 'ritual'.
- Identify and discuss the differences between the terms 'ritual' and 'routine'.

Contextualise (children create connections between concept and belief system)
- Identify a ritual practised in one belief system such as prayer, visiting place of worship, ablutions, or fasting.
- Explore how this ritual developed and reasons why it is practised in the belief system.

Reflect (children reflect on value and importance of concept)
Within (belief system / from viewpoint of member of belief system).
- Engage in debate and discussion on the importance of rituals to some members of the belief system.
Without (from children's perspective)
- Identify some important rituals in their own lives that they would like to keep and some they would like to change.

Year Group Teaching Progression

Year 5

Belief Systems Strand

Sacred

The pupils will be enabled to:

Communicate (children reflect on own experiences of concept)
- Identify items and places significant or sacred to them and articulate reasons for this significance.
- Identify items in the classroom, school and locality that are considered significant or sacred and articulate reasons for this significance.

Apply (children reflect on how concept affects them and others – impact on feelings and behaviours)
- Articulate the feelings these items or locations evoke such as happiness or belonging.
- Identify appropriate behaviour while holding or touching someone's sacred item or while in someone's sacred space.

Enquire (children speculate and ask questions about concept)
- Articulate a definition of the term 'sacred'.
- Articulate the difference between something or somewhere being significant or sacred and something or somewhere being important.

Contextualise (children create connections between concept and belief system)
- Identify an artefact or a place in one belief system that is considered sacred.
- Articulate the reasons for this designation.
- Visit a place of worship (online or in person) and identify objects within also considered sacred.

Reflect (children reflect on value and importance of concept)
Within (belief system / from viewpoint of member of belief system)
- Engage in debate and discussion on the advantages and disadvantages (to belief system) of having and using items and places considered sacred.
Without (from children's perspective)
- Engage in debate and discussion on the importance of their personal significant items / locations and whether alternative objects or places could be used instead.

Year Group Teaching Progression

Belief Systems Strand

Prophecy

The pupils will be enabled to:

Communicate (children reflect on own experiences of concept)
- Identify times they made predictions about an event or a person (e.g., who would win a match, what teacher they would have next year, what lunch was in their lunchbox).
- Identify pundits from T.V. or social media who speculate on the results of matches or elections.

Apply (children reflect on how concept affects them and others – impact on feelings and behaviours)
- Articulate the feelings associated with making predictions such as excitement, interest, anticipation, disappointment, or hope.
- Articulate whether predictions are useful or beneficial.

Enquire (children speculate and ask questions about concept)
- Articulate the role speculation or predictions play in society.
- Identify criteria for trusting those who publicly engage in speculation or punditry.
- Identify criteria for deciding if something is not speculative but based on reliable sources or evidence.

Contextualise (children create connections between concept and belief system)
- Define the terms 'prophet' and 'prophecy'.
- Identify prophet(s) associated with one belief system. Examples include Muhammad (Islam), Guru Nanak (Sikhism), and Moses (Christianity, Islam, Judaism).
- Identify prophecies associated with this prophet.
- Discuss why or how this individual(s) came to be seen as a prophet.

Reflect (children reflect on value and importance of concept)
Within (belief system / from viewpoint of member of belief system)
- Engage in debate and discussion on the importance of prophets and prophecies to the belief system.
Without (from children's perspective)
- Engage in debate and discussion on the differences between predictions and prophecies.

Year Group Teaching Progression

Year 6

Values and Ethical Perspectives Strand

Please Refer to Jigsaw Planning:

BM	CD	DG	HM	RL	CM
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.

Equality and Justice

Element	Year 6		
Democratic Process	Demonstrate an understanding of how the democratic process works nationally, with **reference to other processes including proportional representation.** *Links to: History*	Examples of Equality-based Initiatives	Engage in research on the work of a prominent figure or group in social justice activism in In *UK* id, past or present addressing the following issue: • gender inequality **SDGs:** 🔗 *Links to History* 10 REDUCED INEQUALITIES 5 GENDER EQUALITY
Human Rights and Global Citizenship	Explore what it means to be a global citizen with specific reference to the Sustainable Development Goals.	Equality-based Activism	Identify an equality issue nationally and engage in activism to address this issue e.g. through awareness raising, letters to national representatives etc.
Equality Issues	Engage in research on the meaning of equality by examining the following issue: • racism SDGs: **Y6** 🔗 10 REDUCED INEQUALITIES		

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: • extraction of palm oil. • sustainable transport options. • a contemporary environmental issue. Critically examine the impact of the above on life on land and / or sea. *Links to:* *DT* *Geography*	Engage in research in one of the following: • fast fashion. • food miles. • a contemporary environmental issue. Critically examine the impact of the above on life on land and / or sea. *Links to* *DT* *History (Designers)* *Geography*

SDGs: 🔗 12 RESPONSIBLE CONSUMPTION AND PRODUCTION 11 SUSTAINABLE CITIES AND COMMUNITIES 13 CLIMATE ACTION 14 LIFE BELOW WATER 15 LIFE ON LAND

Year 6

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. *Links to: Physical geography, Science* SDGs: 🔗 7 AFFORDABLE AND CLEAN ENERGY 12 RESPONSIBLE CONSUMPTION AND PRODUCTION 13 CLIMATE ACTION 15 LIFE ON LAND	Environmental Activism	Engage in environmental activism by addressing an issue researched in previous elements. Select one from: • biodiversity • fast fashion • food miles • contemporary environmental issue. SDGs: 🔗 12 RESPONSIBLE CONSUMPTION AND PRODUCTION 15 LIFE ON LAND

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 6

Belief Systems Strand

The following themes will adopt a conceptual enquiry approach focusing on one belief system: Sikhism, Buddhism, Hinduism, Atheism / Agnosticism / Humanism, Christianity, Islam or Judaism. There are eight themes that relate to Belief Systems from Junior Infants to Second Class. Each theme must be allocated to one of the seven belief systems and all seven must be taught from Junior Infants to Second Class.

There are five stages in the conceptual enquiry approach. Learning outcomes are presented under each stage. Please note that under the 'contextualise' stage of the conceptual enquiry approach, visits to places of worship, presentations from members of belief communities, exploration of celebrations etc. are encouraged.

In Year 6, choose 4 of the following outcomes dependent on local demographic, following individual school progression.

Trinity: Christianity

As part of the conceptual enquiry approach, learning outcomes are presented under the stages involved. Please refer to the Support Materials for further information on the conceptual enquiry approach.

The pupils will be enabled to:

Enquire (children speculate and ask questions about concept)
- Explore examples of items that have distinct parts, such as an egg which has a yolk, an egg white and a shell, or a shamrock which is one plant with three parts.
- Discuss the different type of relationships they have e.g. sibling, cousin, friend.
- Discuss how one person could have three different types of relationships e.g. teacher, sister, daughter and still be the same person.

Contextualise (children create connections between concept and belief system)
- Identify the three parts or forms of The Trinity in Christianity.
- Engage in research in the role and significance of The Trinity in Christianity.

Reflect (children reflect on value and importance of concept)
Within (belief system / from viewpoint of member of belief system)
- Engage in debate and discussion on the importance of The Trinity to Christians.
Without (from children's perspective)
- Engage in debate and discussion on benefits and challenges of believing in the Trinity for Christians.

Communicate (children reflect on own experiences of concept)
- Identify the places, items, or people they associate with the concept locally, nationally or internationally.
- Identify the places, items, or people they associate with the concept internationally

Examples include triangles, a triquetra, Trinity College Dublin, trinitarian stained glass windows.

Apply (children reflect on how concept affects them and others – impact on feelings and behaviours)
- Articulate the feelings the concept of the Trinity may evoke for some Christians e.g. safe, confused, surprised, happy.

Year Group Teaching Progression

Year 6

Belief Systems Strand

Torah: Judaism

As part of the conceptual enquiry approach, learning outcomes are presented under the stages involved. Please refer to the Support Materials for further information on the conceptual enquiry approach.

The pupils will be enabled to:

Enquire (children speculate and ask questions about concept)
- Discuss whether laws are necessary or important.
- Debate and discuss whether some rules can be broken, or whether it's possible to break a rule for a good reason.
- Debate and discuss whether something written on special paper or in a special format is more meaningful or effective than something written on ordinary paper or in digital format.
- Debate and discuss whether stories can impact on rules.

Contextualise (children create connections between concept and belief system)
- Identify the Torah e.g. using online videos, photos.
- Engage in research on its components and content.
- Articulate its significance and the significance of it being old, hand-written and untouchable by bare hands.
- Recall the reason why the content of the Torah is significant.
- Discuss the significance of stories and rules in a religious tradition.

Reflect (children reflect on value and importance of concept)
Within (belief system / from viewpoint of member of belief system)
- Debate and discuss the importance of storing rules and stories about the Jewish faith in the same place.
Without (from children's perspective)
- Engage in debate and discussion on whether stories and rules are helpful in providing guidance for people.

Communicate (children reflect on own experiences of concept)
- Identify their favourite books and articulate their reasons for this choice.
- Identify books that are significant to them, such as photo albums, presents etc.
- Identify other books with sets of rules / guidelines, such as rule books for board games, or religious texts.

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.

Year Group Teaching Progression

Year 6

Belief Systems Strand

Rationalism: Atheism, Agnosticism and Humanism

As part of the conceptual enquiry approach, learning outcomes are presented under the stages involved. Please refer to the Support Materials for further information on the conceptual enquiry approach.

The pupils will be enabled to:

Enquire (children speculate and ask questions about concept)
- Investigate examples of cave paintings from around the world.
- Articulate the reasons cave dwellers made these paintings e.g., they were trying to make sense of what they experienced around them, they were trying to capture or celebrate what they experienced around them.

Contextualise (children create connections between concept and belief system)
- Identify science as a means of interacting with the modern world.
- Discuss the humanist belief that empirical evidence can be trusted above speculation.
- Define atheism, agnosticism, and humanism.

Reflect (children reflect on value and importance of concept)
Within (belief system / from viewpoint of member of belief system).
- Debate and discuss the importance of science for humanists, atheists and agnostics.
Without (from children's perspective).
- Debate and discuss the potential benefits and disadvantages of relying solely on empirical evidence.

Communicate (children reflect on own experiences of concept)
- Identify the ways in which they interact with the world around them (their senses).
- Discuss whether for them some senses are stronger than others.
- Discuss how using their senses can help inform decision-making.
- Reflect on factors that contribute to decision-making such as rational thought, reasoning skills and emotions.

Apply (children reflect on how concept affects them and others – impact on feelings and behaviours)
- Identify sights, sounds, smells, sensations of touch and tastes that they like and dislike and discuss why.
- Explore the difficulty of interacting with the world without the use of their senses.
- Discuss the effects of emotions on the decision-making process.

Year Group Teaching Progression

Year 6

Belief Systems Strand

Nirvana: Buddhism

As part of the conceptual enquiry approach, learning outcomes are presented under the stages involved. Please refer to the Support Materials for further information on the conceptual enquiry approach.

The pupils will be enabled to:

Enquire (children speculate and ask questions about concept)
- Discuss the concept of internal struggle (a struggle within a person's mind over a problem or question).
- Discuss the feelings and emotions that result from an internal struggle, such as frustration, lack of understanding, disbelief, incredulity.
- Discuss strategies to overcome this struggle.

Contextualise (children create connections between concept and belief system)
- Recall the story of Siddhattha Gotama, who became the Buddha.
- Engage in research on his life and quest for Nirvana.
- Identify some of the questions the Buddha may have struggled with before reaching Nirvana.
- Discuss the meaning of Nirvana (learning the true nature of everything).

Reflect (children reflect on value and importance of concept)
Within (belief system / from viewpoint of member of belief system)
- Debate and discuss the challenges involved in reaching Nirvana.
- Debate and discuss the importance of striving to reach Nirvana for some Buddhists.

Without (from children's perspective)
- Debate and discuss whether it will ever be possible to live in a utopia.

Communicate (children reflect on own experiences of concept)
- Identify a time when they encountered an obstacle or challenge and discuss how they overcame it.

Apply (children reflect on how concept affects them and others – impact on feelings and behaviours)
- Identify the feelings they experienced when they encountered a challenge or obstacle.
- Explore how feelings can impact how people approach challenges or obstacles.

Year 6

Belief Systems Strand

The Khalsa (Sikhism)

As part of the conceptual enquiry approach, learning outcomes are presented under the stages involved. Please refer to the Support Materials for further information on the conceptual enquiry approach.

The pupils will be enabled to:

Enquire (children speculate and ask questions about concept)
- Discuss the reasons why people belonging to a group may like to adopt the same hairstyle or clothes or own and / or wear the same items.

Contextualise (children create connections between concept and belief system)
- Recall the meaning of the Khalsa in Sikhism.
- Engage in research on the significance and symbolism of the 5 Ks.

Reflect (children reflect on value and importance of concept)
Within (belief system / from viewpoint of member of belief system)
- Recognise the importance of The Khalsa to some members of the Sikh community.
- Discuss the relevance of symbolism to the Sikh community and the importance of outwardly displaying an inner belief.

Without (from children's perspective)
- Debate and discuss the potential benefits and challenges for Sikh's to wear the 5 K's.

Communicate (children reflect on own experiences of concept)
- Identify items associated with the concept of Khalsa.
- Identify communities that they belong to, such as school, town, clubs, teams.
- Identify the communities they are part of and whether there are associated clothes, hairstyles or jewellery.

Apply (children reflect on how concept affects them and others – impact on feelings and behaviours)
- Discuss how being part of a community makes them feel, (pride, comfort, belonging).
- Discuss the reasons why not everyone will like the same hairstyle or clothes or wear the same clothes every day.
- Debate and discuss the messages we may send with our choice of clothes, hairstyle, or jewellery.

Year 6

Belief Systems Strand

Brahman (Hinduism)

As part of the conceptual enquiry approach, learning outcomes are presented under the stages involved. Please refer to the Support Materials for further information on the conceptual enquiry approach.

The pupils will be enabled to:

Enquire (children speculate and ask questions about concept)
- Define pulse and heart rate.
- Identify the link between pulse and breathing.

Contextualise (children create connections between concept and belief system)
- Engage in research on Brahman which is said to exist everywhere and in everyone.
- Engage in research on how Brahman can take many forms, the most important being Brahma, Vishnu and Shiva.

Reflect (children reflect on value and importance of concept)
Within (belief system / from viewpoint of member of belief system)
- Debate and discuss the importance of Brahman to some members of the Hindu faith.

Without (from children's perspective)
- Debate and discuss the role of a guiding leader on people's lives.

Communicate (children reflect on own experiences of concept)
- Identify the people [or god(s) / godess(es)] in their lives that support(s) them and guide(s) their actions.
- Discuss how the people [or god(s) / godess(es)] supported or guided them in times of need.

Apply (children reflect on how concept affects them and others – impact on feelings and behaviours)
- Identify how being guided or supported by others [or god(s) / godess(es)] can impact our feelings and behaviour.

Year Group Teaching Progression

Year 6

Belief Systems Strand

Ummah (Islam)

As part of the conceptual enquiry approach, learning outcomes are presented under the stages involved. Please refer to the Support Materials for further information on the conceptual enquiry approach.

The pupils will be enabled to:

Enquire (children speculate and ask questions about concept)
- Define the concept of community.
- Explore different types of communities.
- Engage in research on the nature of Ummah.

Contextualise (children create connections between concept and belief system)
- Investigate the ways in which Ummah is present in Muslim life, such as the five pillars or distinctive clothing.

Reflect (children reflect on value and importance of concept)
Within (belief system / from viewpoint of member of belief system)
- Debate and discuss the importance of Ummah to some members of the Muslim faith.

Without (from children's perspective)
- Debate and discuss the advantages and disadvantages of belonging to a community.

Communicate (children reflect on own experiences of concept)
- Identify the types of communities to which they belong, such as families, school, sporting club, religious tradition.
- Identify the items, places and people they associate with the concept of Ummah locally, nationally, or internationally, such as the hijab, the Clonskeagh Mosque or the Kaaba.

Apply (children reflect on how concept affects them and others – impact on feelings and behaviours)
- Discuss the rules of the communities they belong to and how this impacts their feelings, actions or behaviour.