



Pelletstown Educate Together NS

Learn Together Policy

Introductory Statement

This whole school plan for Ethical Education was adapted in line with the publication of the new Learn Together Curriculum (2023), by our school patron, Educate Together. It reflects the four strands within the Learn Together Curriculum; An Ethical Approach to the Environment, Equality and Justice, Values and Ethical Perspectives and Belief Systems.

Rationale

This whole-school curricular plan serves to guide teachers' planning in relation to the Learn Together Programme. It also provides an outline for all members of the school community of the content being taught. This plan has been devised so that a balanced curriculum is provided to all pupils, in a way that is reflective of our inclusive ethos and that follows the guidance of the new Learn Together curriculum.

Vision

It is our vision to create a school where our pupils will learn about the four strands of the Learn Together Programme (LTP) using both integrative and explicit teaching. The teaching of the LTP will be reflective of the four guiding principles of our ethos, which underpin and guide us as an Educate Together school.

- **Equality-Based**

All children have equal access to the school and no one religion or worldview is given priority over another within the school.

- **Co-Educational**

All children are encouraged to explore their full range of abilities and are provided with equal opportunities regardless of their gender or identity.

- **Child-Centred**

Our child-centred approach means that we put children at the heart of all policies and practices and involve them in decision-making where appropriate.

- **Democratically-run**

We run our school on a democratic basis, encouraging active participation by parents and students in the daily life of the school whilst positively affirming the professional role of the teachers.

Aims of the Learn Together Curriculum:

- 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.

Aims of An Ethical Approach to the Environment Strand:

- 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 Equality and Justice Strand:

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

Aims of the Values and Ethical Perspectives Strand:

- 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 selfworth 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 Belief Systems Strand:

- 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.

Stage I

The new Learn Together Curriculum is set out in stages. Stage I covers Junior and Senior Infants and adopts a thematic approach, with eight themes covered across each year. All four strands are covered within most of the themes.

J I	Term 1	Term 2	Term 3
	<i>Themes:</i> <ul style="list-style-type: none"> • Values (Respect, Cooperation) • Seasons • We are all different 	<i>Themes:</i> <ul style="list-style-type: none"> • Remembering (Judaism) • Fairness • Philosophy for and with children 	<i>Themes:</i> <ul style="list-style-type: none"> • Special Books (Islam) • Family

S I	Term 1	Term 2	Term 3
	<i>Themes:</i> <ul style="list-style-type: none"> • We can make a difference • Our Environment • Introducing democracy and democratic practices 	<i>Themes:</i> <ul style="list-style-type: none"> • Remembering (Hinduism) • Food • Love (Hinduism – Rama and Sita) 	<i>Themes:</i> <ul style="list-style-type: none"> • Exploring the natural world • Family

Stage 2

Stage 2 covers First and Second Class and adopts a thematic approach, with eight themes covered across each year. All four strands are covered within most of the themes.

I s t	Term 1	Term 2	Term 3
	<p><i>Themes:</i></p> <ul style="list-style-type: none"> ● Our Educate Together School ● Our Environment ● Human Rights (International Children's Day) 	<p><i>Themes:</i></p> <ul style="list-style-type: none"> ● Exploring the Natural World ● Communication and the Democratic Process ● Special Clothes/Dress (Islam) 	<p><i>Themes:</i></p> <ul style="list-style-type: none"> ● Growing and Changing (Sikhism) ● We Can Make a Difference

2 n d	Term 1	Term 2	Term 3
	<p><i>Themes:</i></p> <ul style="list-style-type: none"> ● Values (Respect, Kindness) ● Exploring the Natural World ● Celebrating (Buddhism – Bodhi Day) 	<p><i>Themes:</i></p> <ul style="list-style-type: none"> ● Feelings ● Human Rights (Equality) ● Giving Things Up (Christianity) 	<p><i>Themes:</i></p> <ul style="list-style-type: none"> ● We are all Different (Atheism/Agnosticism/Humanism) ● Values

Stage 3

Stage 3 covers Third and Fourth Class. In Third Class, 16 elements (formerly strand units) will be covered, while in Fourth Class, 17 elements will be covered.

3	Term 1	Term 2	Term 3
r d	<p><i>An Ethical Approach to the Environment:</i></p> <ul style="list-style-type: none"> • Examples of Environmental Initiatives (Reilly's Community Garden) • Environmental Activism (Climate Action Week) <p><i>Equality and Justice</i></p> <ul style="list-style-type: none"> • Communication and the Democratic Process • Human Rights and Global Citizenship <p><i>Values and Ethical Perspectives</i></p> <ul style="list-style-type: none"> • Ethical Issues and Dilemmas • Values and Dialogue <p><i>Belief Systems</i></p> <ul style="list-style-type: none"> • Belonging (Judaism, Rationalism or Islam) 	<p><i>An Ethical Approach to the Environment:</i></p> <ul style="list-style-type: none"> • Interdependence of Life <p><i>Equality and Justice</i></p> <ul style="list-style-type: none"> • Examples of Equality-based Initiatives (religion or age) • Equality-based Activism <p><i>Values and Ethical Perspectives</i></p> <ul style="list-style-type: none"> • Communication <p><i>Belief Systems</i></p> <ul style="list-style-type: none"> • Symbolism (Buddhism or Judaism) 	<p><i>An Ethical Approach to the Environment:</i></p> <ul style="list-style-type: none"> • Environmental Issues <p><i>Equality and Justice</i></p> <ul style="list-style-type: none"> • Equality Issues - Migration <p><i>Values and Ethical Perspectives</i></p> <ul style="list-style-type: none"> • Philosophy for/with Children <p><i>Belief Systems</i></p> <ul style="list-style-type: none"> • Pilgrimage (Islam or Buddhism)

4	Term 1	Term 2	Term 3
t h	<p><i>An Ethical Approach to the Environment:</i></p> <ul style="list-style-type: none"> ● Environmental Issues <p><i>Equality and Justice</i></p> <ul style="list-style-type: none"> ● Communication and the Democratic Process ● Human Rights and Global Citizenship <p><i>Values and Ethical Perspectives</i></p> <ul style="list-style-type: none"> ● Ethical Issues and Dilemmas ● Values and Dialogue <p><i>Belief Systems</i></p> <ul style="list-style-type: none"> ● Sacred (Hinduism or Christianity) 	<p><i>An Ethical Approach to the Environment:</i></p> <ul style="list-style-type: none"> ● Interdependence of Life <p><i>Equality and Justice</i></p> <ul style="list-style-type: none"> ● Equality Issues - Disability ● Examples of Equality-based Initiatives (Poverty and Homelessness) <p><i>Values and Ethical Perspectives</i></p> <ul style="list-style-type: none"> ● Communication <p><i>Belief Systems</i></p> <ul style="list-style-type: none"> ● Ritual (Christianity or Sikhism) ● Prophecy (Hinduism, Christianity or Sikhism) 	<p><i>An Ethical Approach to the Environment:</i></p> <ul style="list-style-type: none"> ● Examples of Environmental Initiatives ● Environmental Activism <p><i>Equality and Justice</i></p> <ul style="list-style-type: none"> ● Equality-based Activism <p><i>Values and Ethical Perspectives</i></p> <ul style="list-style-type: none"> ● Philosophy for/with Children <p><i>Belief Systems</i></p> <ul style="list-style-type: none"> ● Faith (Rationalism, Hinduism, Christianity or Sikhism)

Stage 4

Stage 4 covers Fifth and Sixth Class. In Fifth Class, 16 elements (formerly strand units) will be covered, while in Sixth Class, 17 elements will be covered.

5	Term 1	Term 2	Term 3
t h	<p><i>An Ethical Approach to the Environment:</i></p> <ul style="list-style-type: none"> Environmental Issues <p><i>Equality and Justice</i></p> <ul style="list-style-type: none"> Democratic Process Human Rights and Global Citizenship <p><i>Values and Ethical Perspectives</i></p> <ul style="list-style-type: none"> Ethical Issues and Dilemmas Values and Dialogue <p><i>Belief Systems</i></p> <ul style="list-style-type: none"> Trinity (Christianity) 	<p><i>An Ethical Approach to the Environment:</i></p> <ul style="list-style-type: none"> Interdependence of Life <p><i>Equality and Justice</i></p> <ul style="list-style-type: none"> Equality-based Activism Examples of Equality-based Initiatives (Traveller/Roma Community) <p><i>Values and Ethical Perspectives</i></p> <ul style="list-style-type: none"> Communication <p><i>Belief Systems</i></p> <ul style="list-style-type: none"> Torah (Judaism) 	<p><i>An Ethical Approach to the Environment:</i></p> <ul style="list-style-type: none"> Examples of Environmental Initiatives Environmental Activism <p><i>Equality and Justice</i></p> <ul style="list-style-type: none"> Equality Issues - LGBTQ+ <p><i>Values and Ethical Perspectives</i></p> <ul style="list-style-type: none"> Philosophy for/with Children <p><i>Belief Systems</i></p> <ul style="list-style-type: none"> Rationalism (Atheism, Agnosticism and Humanism)

6	Term 1	Term 2	Term 3
t h	<p><i>An Ethical Approach to the Environment:</i></p> <ul style="list-style-type: none"> Environmental Issues <p><i>Equality and Justice</i></p> <ul style="list-style-type: none"> Democratic Process 	<p><i>An Ethical Approach to the Environment:</i></p> <ul style="list-style-type: none"> Interdependence of Life <p><i>Equality and Justice</i></p> <ul style="list-style-type: none"> Equality Issues - Racism 	<p><i>An Ethical Approach to the Environment:</i></p> <ul style="list-style-type: none"> Examples of Environmental Initiatives Environmental Activism <p><i>Equality and Justice</i></p>

<ul style="list-style-type: none"> ● Human Rights and Global Citizenship <p><i>Values and Ethical Perspectives</i></p> <ul style="list-style-type: none"> ● Ethical Issues and Dilemmas ● Values and Dialogue <p><i>Belief Systems</i></p> <ul style="list-style-type: none"> ● Nirvana (Buddhism) 	<ul style="list-style-type: none"> ● Examples of Equality-based Initiatives (Gender Inequality) <p><i>Values and Ethical Perspectives</i></p> <ul style="list-style-type: none"> ● Communication <p><i>Belief Systems</i></p> <ul style="list-style-type: none"> ● The Khalsa (Sikhism) 	<ul style="list-style-type: none"> ● Equality-based Activism <p><i>Values and Ethical Perspectives</i></p> <ul style="list-style-type: none"> ● Philosophy for/with Children <p><i>Belief Systems</i></p> <ul style="list-style-type: none"> ● Brahman (Hinduism) ● Ummah (Islam)
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This policy was adopted by the Board of Management in September 2023

Signed:  (Chairperson, BOM)

Signed:  (Principal)

Date: 14/9/2023

Date of next review: September 2027