Whole School Plan for

**LEARN TOGETHER**

Whole School Plan for Learn Together

*This plan will be addressed under the following headings:*

A. [**Introductory Statement and Rationale**](https://docs.google.com/document/d/1RlZDLIokSdfVPU8VijJPZ3lXFtz6apoI/edit#heading=h.gjdgxs)

B. [**Vision and Aims**](https://docs.google.com/document/d/1RlZDLIokSdfVPU8VijJPZ3lXFtz6apoI/edit#heading=h.30j0zll)

C. [**Curriculum Planning**](https://docs.google.com/document/d/1RlZDLIokSdfVPU8VijJPZ3lXFtz6apoI/edit#heading=h.1fob9te)

1. [Strands and strand units](https://docs.google.com/document/d/1RlZDLIokSdfVPU8VijJPZ3lXFtz6apoI/edit#heading=h.2et92p0)
2. [Approaches and methodologies](https://docs.google.com/document/d/1RlZDLIokSdfVPU8VijJPZ3lXFtz6apoI/edit#heading=h.3dy6vkm)
3. [Assessment and record keeping](https://docs.google.com/document/d/1RlZDLIokSdfVPU8VijJPZ3lXFtz6apoI/edit#heading=h.1t3h5sf)
4. [Equality](https://docs.google.com/document/d/1RlZDLIokSdfVPU8VijJPZ3lXFtz6apoI/edit#heading=h.4d34og8) of participation and access
5. [Linkage and Integration](https://docs.google.com/document/d/1RlZDLIokSdfVPU8VijJPZ3lXFtz6apoI/edit#heading=h.2s8eyo1)

**D.** [**Organisational Planning**](https://docs.google.com/document/d/1RlZDLIokSdfVPU8VijJPZ3lXFtz6apoI/edit#heading=h.3rdcrjn)

1. [Timetable](https://docs.google.com/document/d/1RlZDLIokSdfVPU8VijJPZ3lXFtz6apoI/edit#heading=h.26in1rg)
2. [Focus periods](https://docs.google.com/document/d/1RlZDLIokSdfVPU8VijJPZ3lXFtz6apoI/edit#heading=h.lnxbz9)
3. [Assemblies](https://docs.google.com/document/d/1RlZDLIokSdfVPU8VijJPZ3lXFtz6apoI/edit#heading=h.35nkun2)
4. [Displays](https://docs.google.com/document/d/1RlZDLIokSdfVPU8VijJPZ3lXFtz6apoI/edit#heading=h.1ksv4uv)
5. [Resources and ICT](https://docs.google.com/document/d/1RlZDLIokSdfVPU8VijJPZ3lXFtz6apoI/edit#heading=h.44sinio)
6. [Individual teachers’ planning and reporting](https://docs.google.com/document/d/1RlZDLIokSdfVPU8VijJPZ3lXFtz6apoI/edit#heading=h.z337ya)
7. [Staff development](https://docs.google.com/document/d/1RlZDLIokSdfVPU8VijJPZ3lXFtz6apoI/edit#heading=h.3j2qqm3)
8. [Parental involvement](https://docs.google.com/document/d/1RlZDLIokSdfVPU8VijJPZ3lXFtz6apoI/edit#heading=h.1y810tw)
9. [Community links](https://docs.google.com/document/d/1RlZDLIokSdfVPU8VijJPZ3lXFtz6apoI/edit#heading=h.4i7ojhp)

**E.** [**Success Criteria**](https://docs.google.com/document/d/1RlZDLIokSdfVPU8VijJPZ3lXFtz6apoI/edit#heading=h.2xcytpi)

**F.** [**Implementation and Review**](https://docs.google.com/document/d/1RlZDLIokSdfVPU8VijJPZ3lXFtz6apoI/edit#heading=h.2bn6wsx)

**G.** [**Ratification and Communication**](https://docs.google.com/document/d/1RlZDLIokSdfVPU8VijJPZ3lXFtz6apoI/edit#heading=h.2bn6wsx)

**Appendices**

[*Appendix 1* Yearly overview of Strands/Strand units/Curriculum objectives for each class](https://docs.google.com/document/d/1RlZDLIokSdfVPU8VijJPZ3lXFtz6apoI/edit#heading=h.3as4poj)

[*Appendix 2* Monthly overviews](https://docs.google.com/document/d/1RlZDLIokSdfVPU8VijJPZ3lXFtz6apoI/edit#heading=h.1pxezwc)

[*Appendix 3* List of resources 2018](https://docs.google.com/document/d/1RlZDLIokSdfVPU8VijJPZ3lXFtz6apoI/edit#heading=h.49x2ik5)

A. Introductory Statement and Rationale

Introductory Statement

**“Learn Together to Live Together”**

Grace Park Educate Together National School is a co-educational primary school. This Learn Together Whole School Plan was drawn up in collaboration with staff members and parents during the 2022/23 academic year.  It is intended that the plan will provide a framework that promotes teaching and learning of Learn Together throughout the school as it grows.

The Learn Together Ethical Education Curriculum aims to provide an education which helps learners to develop critical awareness and understanding of moral decision-making, and a heightened awareness of social, ethical and moral issues and standards.

Ethical Education nurtures respect for a person’s right to hold and practice religious and other beliefs.  It involves an exploration of the infinite variety and richness of humankind, and the creation of intercultural spaces where values can be articulated and critically examined.  Ethical Education focuses on questions of equality, justice, sustainability and active citizenship.  It helps learners to develop spiritually and to think critically, and empowers them to make a difference.

In Grace Park Educate Together National School, this ethical education curriculum is a key part of our ethos and is taught in place of religious instruction.   It is delivered through specific lessons, integrated with other subjects and taught incidentally throughout the day.  The programme is strongly influenced by the four Key Principles of Educate Together: equality based, co-educational, child centred and democratically run.

Rationale

This plan is a record of whole school decisions regarding teaching and learning in relation to Learn Together which is in line with the Primary Curriculum, 1999. It is intended to:

* Enhance teaching and learning in our school.
* Outline the philosophy of the school regarding Learn Together
* Put in place a structured approach regarding content, methodologies and language for the teaching of learn together in our school, in line with the Primary School Curriculum 1999.
* Ensure continuity of teaching methodologies throughout the school.
* Outline details on planning, resources and assessment.
* Inform new or temporary teachers of the approaches used in our school.

B. Vision and aims

Vision

**Learn Together Vision Statement**

**“Learn Together to Live Together”**

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| --- |
| **Learn Together Mission Statement**  To promote a philosophy of education in which no child is considered an outsider; which promotes the fullest development of ability irrespective of gender, class or stereotype and which encapsulates this ethos in a democratic partnership uniquely combining the involvement of parents with the professional role of teachers. |

Aims

In light of this vision, our aims in learn together (in accordance with the learn together curriculum) are as follows;

* To foster in each child a knowledge and understanding of different value and belief systems in an atmosphere of critical enquiry and mutual respect
* prepare children to become caring members of a multicultural society with the necessary intercultural skills to enrich such a society
* address issues of spirituality and morality
* facilitate in children the ability to make reasoned and informed moral judgements
* support children in cultivating their spirituality in a secure environment
* raise awareness in children of issues of human rights, justice and equality in society
* develop in children an ethical and reasoned approach to caring for the environment
* provide children with a range of dispositions and skills to enable them to participate in and contribute to the democratic process and become informed, socially responsible and fair-minded citizens.

C. Curricular Planning

1. Strands and strand units

**Strand:** Moral & spirituality **Strand Units:** Exploring moral development; Cultivating spiritual growth

**Strand**: Justice **Strand Units:** Exploring human rights; Promoting Equality; Exploring the Democratic Process; Activating Equality through Positive Action

**Strand**: Belief Systems **Strand Units:** Key Figures; Rites and Ceremonies; Celebrations; Beliefs and Values

**Strand:** Ethics & the Environment  **Strand Units:** Knowledge and awareness of environmental issues; Activation of responsibility and stewardship

Each class teacher familiarises themselves with the curriculum objectives for their own class level (*Appendix 1)*.   In addition, the Learn Together team circulate monthly documents outlining the strand units, content objectives and possible activities for each class (*Appendix 2*)

2. Approaches and methodologies

2.1 General Approaches to Learn Together

Schools are encouraged to implement teaching and learning processes which will nurture the skills and attitudes that enable children to live out the values inherent in the Ethical Education Curriculum. Such processes might include:

* structured play activities
* small group experiential work
* collecting ideas through processes such as mind-mapping
* hot seating/role play
* co-operative games
* circle time
* integration and linkage with other curricular areas

3. Assessment and record keeping

Assessment will be a continuous and dynamic part of the teaching and learning process and shall be a positive experience for the children.

The aims of assessment are:

* To indicate the child’s readiness to proceed to a new topic
* To assist the teacher in the planning and in pacing of Learn Together lessons and activities.
* To encourage the teacher to examine the suitability of the curriculum content for his/her particular class and also the methodologies and approaches being used

Assessment is carried out using the following methods:

* Teacher observation
* Teacher-designed tasks
* Work samples, portfolios and projects
* Child self-assessment

4. Equality of participation and access

* Equal opportunities are given to all children to participate the Learn Together curriculum in Grace Park ETNS, regardless of gender, nationality or cultural and social backgrounds.
* The programme at each class level is flexible so that the learning requirements of all children may be addressed.
* The Learn Together plan aims to meet the needs of all the children in the school.
* Teachers in mainstream classes provide a differentiated approach to cater for children with learning differences.  This may involve varying pace, teaching style, content and methodologies to ensure learning for all children.
* Learn Together lessons are used to integrate the culture of all pupils

5. Linkage and Integration

The ethos

D. Organisational Planning

1. Timetable

* Learn Together is allocated a minimum of 2.5 hours per week as per *Primary School Curriculum Introduction p. 70*
* Learn Together is taught on a daily basis and is indicated in each teacher’s timetable.
* Classroom timetables are submitted to the principal at the beginning of each school year and revised when necessary.
* Weekly assemblies form part of the Learn Together programme.

2. Focus periods

In Grace Park ETNS we have whole school focus periods throughout the year, many of which are linked to the Learn Together plan.  These include Human Rights Month, Multicultural Week, Friendship Fortnight, Positive Mental Health month, Biodiversity Week.

3. Assemblies

* Class Assemblies will take place at least once a year and will be based on some element of the Learn Together curriculum.
* Weekly rewards (certificate/hot chocolate/other reward) will be awarded to the student who best embodies that month’s core value.

4. Displays

* Staff are mindful of representing a variety of celebrations, rites and ceremonies, key figures, and beliefs and values in their displayed work and classroom decorations.

5. Resources and ICT

* The Educate Together Resource Bank provides information about resources for teaching the Learn Together Curriculum.
* Resources are available for use by all on a borrow scheme.  These resources are stored in a central location. New resources will be purchased annually until we reach 6th class and then as needed.
* Requests for additional materials are made to the principal.
* ICT resources are used in an appropriate way to enhance learning experiences across the curriculum.

4. Individual teacher’s planning and reporting

* All teachers are familiar with the strands/strand units/content objectives for their class level(s).  Teachers refer to them regularly when planning for their classes, ensuring all aspects of the curriculum are covered and that there is a balance between the strands throughout the year.
* Teachers will base their long and short term plans on the approaches set out in the whole school plan for Learn Together and store them on the shared drive.  Work completed will be recorded using the cuntas miosuil.
* Long term plans will be reviewed by principal to ensure continuity from one year band to next.

5. Staff development

* Continuing Professional Development courses are encouraged and supported insofar as is possible by the Board of Management and the Principal.  Notifications from Educate Together are emailed to teachers.
* Staff are given opportunities at staff meetings to share their knowledge with the whole staff.
* Staff have access to reference books, materials etc. which are stored in the central location.
* Teachers with similar classes meet regularly in order to plan and discuss content and progress in the teaching of Learn Together.

6. Parental involvement

* Parental involvement in their children’s education is part of the Educate Together ethos.
* Each class teacher holds an information meeting in September and outlines the Learn Together plan for the year, the school’s core values, and golden rules.
* From time to time, Learn Together homework will be assigned. Parents will be encouraged to discuss relevant topics with their children.
* Parents are invited to Winter Celebrations and Class Assemblies
* Parents are encouraged to contribute to Learn Together lessons, sharing their knowledge with the children

7. Community links

* The school recognises that members of the community could make a particular contribution to the Learn Together programme and will be invited to host workshops for the children where appropriate.
* The school will liaise with agencies/organisations that could be of assistance to the delivery of the Learn Together programme e.g. Amnesty International, Barnardos, UNICEF, Educate Together, etc.

E. Success Criteria

The success of this plan will be evaluated through teachers’ planning and preparation, if the procedures outlined in this plan have been consistently followed.  Indicators of success include feedback from teachers, parents, and children.  Every child is encouraged to participate and enjoy their Learn Together lessons.

When teachers are assessing the success of this plan, they will consider the key considerations of the Learn Together curriculum:

* That the child experiences a wide variety of activities as contained in the strands and strand units.
* That there is a balance between the process (how the child learns) and content (what the child learns).
* That the curriculum is spiral and developmental in its structure.

F. Implementation and Review

It is the responsibility of the teaching staff, principal and BOM that this plan is implemented. Grace Park believes that the school community is involved to successfully implement the whole school Learn Together plan. The Learn Together Plan will be implemented in February 2020.

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the Learn Together curriculum in the school.  The next review will be in February 2022.

G. Ratification and Communication

The whole school Learn Together plan was ratified by the Board of Management of Grace Park Educate Together NS on \_\_\_\_\_.  Once this plan has been ratified by Board of Management, it will be issued to all teaching staff and will be available on the school website.

Signed:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                      Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

         Chairperson of the Board of Management

Signed:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                      Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

                              Principal

Appendix 1: Yearly Overviews

*Moral and Spiritual Strand*

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| Moral and Spiritual - **Junior and Senior Infants** | | | | | | | | |
| September | October | November | December | January | February | March/April | May | June |
| *Co-Operation* | *Respect* | *Honesty* | *Freedom* | *Happiness* | *Love* | *Peace/Responsibility* | *Understanding* | *Unity* |
| ***Exploring Moral Development***  Develop and create awareness of core values  Foster the development of peaceful co-operative social skills, through stories, songs, games and movement | ***Exploring Moral Development***  Develop and create awareness of core values  Explore his/her identity and individuality through discussion and projects related to the discovery of a sense of self | ***Exploring Moral Development***  Develop and create awareness of core values  Explore moral development through an exploration of family and its importance in his/her life | ***Exploring Moral Development***  Develop and create awareness of core values | ***Exploring Moral Development***  Develop and create awareness of core values  Explore the many day-to-day incidents which occur in the classroom and school yard to heighten his/her moral awareness and to develop empathy | ***Exploring Moral Development***  Develop and create awareness of core values  Foster the development of peaceful co-operative social skills, through stories, songs, games and movement | ***Exploring Moral Development***  Develop and create awareness of core values   Explore moral development through an exploration of family and its importance in his/her life | ***Exploring Moral Development***  Develop and create awareness of core values  Explore his/her identity and individuality through discussion and projects related to the discovery of a sense of self | ***Exploring Moral Development***  Develop and create awareness of core values  Explore the many day-to-day incidents which occur in the classroom and school yard to heighten his/her moral awareness and to develop empathy |
| ***Cultivating Spiritual Growth***  Develop a sense of wonder in his/her world through play, stories, poems and art and from observations of beauty in the natural world | ***Cultivating Spiritual Growth***  Develop his/her meditative spirit through the provision of opportunities for silence and reflection | ***Cultivating Spiritual Growth***  Develop a sense of wonder in his/her world through play, stories, poems and art and from observations of beauty in the natural world | ***Cultivating Spiritual Growth***  Develop his/her meditative spirit through the provision of opportunities for silence and reflection | ***Cultivating Spiritual Growth***  Develop a sense of wonder in his/her world through play, stories, poems and art and from observations of beauty in the natural world | ***Cultivating Spiritual Growth***  Begin the process of self-reflection on his/her own feelings and emotions | ***Cultivating Spiritual Growth***  Develop a sense of wonder in his/her world through play, stories, poems and art and from observations of beauty in the natural world | ***Cultivating Spiritual Growth***  Develop a sense of wonder in his/her world through play, stories, poems and art and from observations of beauty in the natural world | ***Cultivating Spiritual Growth***  Develop his/her meditative spirit through the provision of opportunities for silence and reflection |

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| Moral and Spiritual - **First and Second Class** | | | | | | | | |
| September | October | November | December | January | February | March/April | May | June |
| *Co-Operation* | *Respect* | *Honesty* | *Freedom* | *Happiness* | *Love* | *Peace/Responsibility* | *Understanding* | *Unity* |
| ***Exploring Moral Development***  Explore values and codes of behaviour in a school community through discussion, playing together and learning together, within a classroom charter which reflects the values and codes of the school | ***Exploring Moral Development***  Explore the relevance of the values studies in the previous Junior and Senior Infants cycle and expand on these | ***Exploring Moral Development***  Discuss and discover times when he/she has shown these core values and draw and write about these events. Read stories and poems illustrating these core values | ***Exploring Moral Development***  Further develop the concept of responsibility towards each other | ***Exploring Moral Development***  Identify and understand active feelings – anger, disappointment, isolation, frustration and jealousy and be supported in addressing them in an appropriate manner | ***Exploring Moral Development***  Explore values and codes of behaviour in a school community through discussion, playing together and learning together, within a classroom charter which reflects the values and codes of the school | ***Exploring Moral Development***  Explore the relevance of the values studied in the previous Junior and Senior Infants cycle and expand on these | ***Exploring Moral Development***  Further develop the concept of responsibility towards each other | ***Exploring Moral Development***  Identify and understand active feelings – anger, disappointment, isolation, frustration and jealousy and be supported in addressing them in an appropriate manner |
| ***Cultivating Spiritual Growth***  Continue the process of self-reflection on feelings and experiences through stories, poems and music that stimulate this reflection | ***Cultivating Spiritual Growth***  Reflect on the significance of his/her own personal experiences and/or an outdoor quiet space | ***Cultivating Spiritual Growth***  Continue to cultivate stillness through specific activities such as visualisation exercises, quiet time and the provision of a quiet corner or an outdoor quiet space | ***Cultivating Spiritual Growth***  Continue the process of self-reflection on feelings and experiences through stories, poems and music that stimulate this reflection | ***Cultivating Spiritual Growth***  Continue the process of self-reflection on feelings and experiences through stories, poems and music that stimulate this reflection | ***Cultivating Spiritual Growth***  Continue to cultivate stillness through specific activities such as visualisation exercises, quiet time and the provision of a quiet corner or an outdoor quiet space | ***Cultivating Spiritual Growth***  Reflect on the significance of his/her own personal experiences and/or an outdoor quiet space | ***Cultivating Spiritual Growth***  Continue the process of self-reflection on feelings and experiences through stories, poems and music that stimulate this reflection | ***Cultivating Spiritual Growth***  Continue to cultivate stillness through specific activities such as visualisation exercises, quiet time and the provision of a quiet corner or an outdoor quiet space |

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| Moral and Spiritual - **Third and Fourth Class** | | | | | | | | |
| September | October | November | December | January | February | March/April | May | June |
| *Co-Operation* | *Respect* | *Honesty* | *Peace* | *Happiness* | *Love* | *Freedom/ Responsibility* | *Tolerance/ Unity* |  |
| ***Exploring Moral Development***  Deepen his/her understanding in relation to making personal and individual social choices through discussion of right and wrong and recognition of what is appropriate behaviour | ***Exploring Moral Development***  Begin an exploration of the concept of conscience through scenarios, role play, drama and school based events | ***Exploring Moral Development***  Begin to apply moral principles, insights, and reasoning to decision making | ***Exploring Moral Development***  Take responsibility and accept consequences for his/her own actions within a safe climate that provides him/her with the opportunity for a dignified re-entry. | ***Exploring Moral Development***  Deepen his/her understanding in relation to making personal and individual social choices through discussion of right and wrong and recognition of what is appropriate behaviour | ***Exploring Moral Development***  Begin an exploration of the concept of conscience through scenarios, role play, drama and school based events | ***Exploring Moral Development***  Begin to apply moral principles, insights, and reasoning to decision making | ***Exploring Moral Development***  Take responsibility and accept consequences for his/her own actions within a safe climate that provides him/her with the opportunity for a dignified re-entry. | ***Exploring Moral Development***  Deepen his/her understanding in relation to making personal and individual social choices through discussion of right and wrong and recognition of what is appropriate behaviour |
| ***Cultivating Spiritual Growth***  Continue the search for understanding of his/her different life experiences, for example: birth of a sibling, arrival of a new pet, separation and loss | ***Cultivating Spiritual Growth***  Develop the ability to question and reflect on such experiences | ***Cultivating Spiritual Growth***  Understand and be sensitive to how these life experiences can impact in a range of different ways on individuals | ***Cultivating Spiritual Growth***  Continue the search for understanding of his/her different life experiences, for example: birth of a sibling, arrival of a new pet, separation and loss | ***Cultivating Spiritual Growth***  Develop the ability to question and reflect on such experiences | ***Cultivating Spiritual Growth***  Understand and be sensitive to how these life experiences can impact in a range of different ways on individuals | ***Cultivating Spiritual Growth***  Continue the search for understanding of his/her different life experiences, for example: birth of a sibling, arrival of a new pet, separation and loss | ***Cultivating Spiritual Growth***  Develop the ability to question and reflect on such experiences | ***Cultivating Spiritual Growth***  Understand and be sensitive to how these life experiences can impact in a range of different ways on individuals |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Moral and Spiritual - **Fifth and Sixth Class** | | | | | | | | |
| September | October | November | December | January | February | March/April | May | June |
| *Co-Operation* | *Respect* | *Honesty* | *Freedom* | *Happiness* | *Love* | *Peace/Responsibility* | *Understanding* | *Unity* |
| ***Exploring Moral Development***  Examine the benefits of values in the wider community and look at the role of these values from a global perspective | ***Exploring Moral Development***  Explore interpretations and shades of right and wrong through an exploration of controversial issues | ***Exploring Moral Development***  Explore lived values in his/her life and develop these values through the development of a personal values charter | ***Exploring Moral Development***  Further explore the concept of collective responsibility | ***Exploring Moral Development***  Relate this charter to current political, social and environmental issues | ***Exploring Moral Development***  Further develop the ability to critically question and make informed decisions | ***Exploring Moral Development***  Further explore the concept of collective responsibility | ***Exploring Moral Development***  Further explore the concept of collective responsibility | ***Exploring Moral Development***  Explore interpretations and shades of right and wrong through an exploration of controversial issues |
| ***Cultivating Spiritual Growth***  Identify and examine his/her personal views and insights | ***Cultivating Spiritual Growth***  Apply these insights in a personal capacity to his/her own life | ***Cultivating Spiritual Growth***  Understand the tradition of meditation as a key aspect of spiritual development | ***Cultivating Spiritual Growth***  Identify places associated with meditative practices such as the Irish monastic tradition or the meditative practices associated with Buddhism | ***Cultivating Spiritual Growth***  Grow in self-knowledge through the provision of opportunities for meditation and reflection | ***Cultivating Spiritual Growth***  Identify and examine his/her personal views and insights | ***Cultivating Spiritual Growth***  Apply these insights in a personal capacity to his/her own life | ***Cultivating Spiritual Growth***  Identify places associated with meditative practices such as the Irish monastic tradition or the meditative practices associated with Buddhism | ***Cultivating Spiritual Growth***  Grow in self-knowledge through the provision of opportunities for meditation and reflection |

*Ethics and Environment Strand*

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| Ethics and The Environment - **Junior and Senior Infants** | | | | | | | | |
| September | October | November | December | January | February | March/April | May | June |
|  |  |  |  |  |  |  |  |  |
| **Activation of Responsibility and Stewardship**  Draw up an environmental code for waste management in the school  Class ‘Green Charter’ | **Knowledge and Awareness of Environment Issues**  Develop a sense of awe and wonder in nature through stories, poetry, nature walks, nature table and exploring the natural cycles of life | **Knowledge and Awareness of Environment Issues**  Develop an awareness of the amazing order and design of his/her environment | **Knowledge and Awareness of Environment Issues**  Become aware of the need to reduce waste and reuse and recycle materials | **Activation of Responsibility and Stewardship**  Make birdfeeders/ compost bins for use in the school or at home | **Knowledge and Awareness of Environment Issues**  Grow in awareness of the cycle of life through the seasons, using examples from the school garden or the local parkland | **Activation of Responsibility and Stewardship**  Plant bulbs and seeds and watch them grow in order to develop a sense of awe and wonder in new life | **Knowledge and Awareness of Environment Issues**  Understand the concept of the natural and man-made elements of his/her environment | **Knowledge and Awareness of Environment Issues**  Develop a sense of awe and wonder in nature through stories, poetry, nature walks, nature table and exploring the natural cycles of life |
|  | **Activation of Responsibility and Stewardship**  Participate in nature walks in the local park, seashore or farm in order to develop his/her understanding of interdependence in the natural world | **Activation of Responsibility and Stewardship**  Plant bulbs and seeds and watch them grow in order to develop a sense of awe and wonder in new life | **Activation of Responsibility and Stewardship**  Take responsibility for stewardship of the school environment through responsible disposal of litter |  |  |  |  | **Activation of Responsibility and Stewardship**  Participate in nature walks in the local park, seashore or farm in order to develop his/her understanding of interdependence in the natural world |

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| Ethics and the Environment - **First and Second Class** | | | | | | | | | | | | | | |
| September | | October | | November | December | January | February | | March/April | | May | | June | |
|  | |  | |  |  |  |  | |  | |  | |  | |
| **Knowledge and Awareness of Environment Issues**  Develop an awareness and understanding of the need to reduce waste and reuse and recycle materials to benefit the environment | | **Knowledge and Awareness of Environment Issues**  Identify, become aware and explore different habitats such as bird nests, fish ponds and wild gardens | | **Activation of Responsibility and Stewardship**  Plant bulbs and seeds and watch them grow in order to develop a sense of awe and wonder in new life | **Knowledge and Awareness of Environment Issues**  Develop a responsible ownership of the classroom and the school environment | **Activation of Responsibility and Stewardship**  Make birdfeeders/ compost bins for use in the school or at home | **Knowledge and Awareness of Environment Issues**  Identify, become aware and explore different habitats such as bird nests, fish ponds and wild gardens | | **Activation of Responsibility and Stewardship**  Plant bulbs and seeds and watch them grow in order to develop a sense of awe and wonder in new life | | **Knowledge and Awareness of Environment Issues**  Develop an awareness and understanding of the need to reduce waste and reuse and recycle materials to benefit the environment | | **Activation of Responsibility and Stewardship**  Participate in nature walks in the local park, seashore or farm in order to develop his/her understanding of interdependence in the natural world | |
| **Activation of Responsibility and Stewardship**  Draw up an environmental code for waste management in the school  Class ‘Green Charter’ | | **Activation of Responsibility and Stewardship**  Participate in nature walks in the local park, seashore or farm in order to develop his/her understanding of interdependence in the natural world | |  | **Activation of Responsibility and Stewardship**  Take responsibility for stewardship of the school environment through responsible disposal of litter |  |  | |  | |  | |  | |
| Ethics and the Environment - **Third and Fourth Class** | | | | | | | | | | | | | | |
| September | October | | November | | December | January | | February | | March/April | | May | | June |
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| **Activation of Responsibility and Stewardship**  Participate in drawing up a school environmental charter  Class ‘Green Charter’ | **Knowledge and Awareness of Environment Issues**  Explore how we can enhance our environment for future generations through energy conservation, tree planting, preservation of habitats | | **Activation of Responsibility and Stewardship**  Discover ways to move towards an environmentally friendly lifestyle such as turning off lights, reducing the amount of water used, recycling paper in the classroom and home | | **Knowledge and Awareness of Environment Issues**  Further develop the concept of waste management through creating awareness of the recycling areas in the school. | **Activation of Responsibility and Stewardship**  Participate in an environmental project e.g. Green School Project of Environmental Audit of the school | | **Activation of Responsibility and Stewardship**  Create a wildlife garden or flower patch | | **Activation of Responsibility and Stewardship**  Research and present work on the environment through computer presentations, video and wall displays | | **Knowledge and Awareness of Environment Issues**  Understand the impact of the actions of people on the environment through the generations | | **Activation of Responsibility and Stewardship**  Debate on environmental issues |
|  | **Activation of Responsibility and Stewardship**  Engage in seed collection projects and tree planting days | |  | | **Activation of Responsibility and Stewardship**  Become involved in local community clean up days/anti-litter campaigns |  | |  | |  | | **Activation of Responsibility and Stewardship**  Become aware of the controversial nature of some environmental issues through role plays, debate, dialogue, discussion | |  |

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| Ethics and the Environment - **Fifth and Sixth Class** | | | | | | | | |
| September | October | November | December | January | February | March/April | May | June |
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| **Activation of Responsibility and Stewardship**  Participate in drawing up a school environmental charter  Class ‘Green Charter’ | **Knowledge and Awareness of Environment Issues**  Develop an understanding of conservation e.g. energy and water | **Activation of Responsibility and Stewardship**  Discover ways to move towards an environmentally friendly lifestyle such as turning off lights, reducing the amount of water used, recycling paper in the classroom and home | **Knowledge and Awareness of Environment Issues**  Become aware of the impact of air, water, waste and litter pollution on natural and man-made environments | **Activation of Responsibility and Stewardship**  Participate in an environmental project e.g. Green School Project of Environmental Audit of the school | **Knowledge and Awareness of Environment Issues**  Begin to understand the interdependence of the relationship between human beings and nature and how this contributes to the delicate balance of life on Earth. | **Knowledge and Awareness of Environment Issues**  Be aware of the power of natural disasters on our environment e.g. earthquakes and floods | **Activation of Responsibility and Stewardship**  Become aware of the controversial nature of some environmental issues through role plays, debate, dialogue, discussion | **Activation of Responsibility and Stewardship**  Debate on environmental issues |
|  | **Activation of Responsibility and Stewardship**  Engage in seed collection projects and tree planting days |  | **Activation of Responsibility and Stewardship**  Become involved in local community clean up days/anti-litter campaigns |  | **Activation of Responsibility and Stewardship**  Create a wildlife garden or flower patch | **Activation of Responsibility and Stewardship**  Research and present work on the environment through computer presentations, video and wall displays |  |  |

*Belief Systems Strand*

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| Belief Systems - **Junior Infants** | | | | | | | | |
| **September** | **October** | **November** | **December** | **January** | **February** | **March/April** | **May** | **June** |
| Islam | Sikhism | Non-Beliefs | Judaism |  | Christianity | Hinduism | Buddhism | Humanism |
| **Key Figures**  become familiar with stories associated  with key religious figures  explore these stories through appropriate  use of play, music, art and drama. | **Rites and Ceremonies**  examine the foods associated with some  identify and recognise the symbols  associated with the major belief systems  e.g. buildings, dress, books | Stories | **Key Figures**  become familiar with stories associated  with key religious figures  explore these stories through appropriate  use of play, music, art and drama.. | Positive Mental | **Rites and Ceremonies**  examine the foods associated with some  identify and recognise the symbols  associated with the major belief systems  e.g. buildings, dress, books | **Key Figures**  become familiar with stories associated  with key religious figures  explore these stories through appropriate  use of play, music, art and drama. | **Rites and Ceremonies**  examine the foods associated with some  identify and recognise the symbols  associated with the major belief systems  e.g. buildings, dress, books | Stories |
| **Beliefs and Values**  understand how caring and sharing are  important in our lives  share stories about feelings such as love,  kindness and forgiveness.  talk about rules and why they are important | **Celebrations**  begin to explore festivals  understand the purpose and joy  of celebration  explore special celebrations that we  share with others | Beliefs  Values Celebrations | **Beliefs and Values**  understand how caring and sharing are  important in our lives  share stories about feelings such as love,  kindness and forgiveness.  talk about rules and why they are important | Health Month | **Celebrations**  begin to explore festivals  understand the purpose and joy  of celebration  explore special celebrations that we  share with others | **Beliefs and Values**  understand how caring and sharing are  important in our lives  share stories about feelings such as love,  kindness and forgiveness.  talk about rules and why they are important | **Celebrations**  begin to explore festivals  understand the purpose and joy  of celebration  explore special celebrations that we  share with others | Beliefs  Values  Celebrations |

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| Belief Systems - **Senior Infants** | | | | | | | | |
| **September** | **October** | **November** | **December** | **January** | **February** | **March/April** | **May** | **June** |
| Islam | Sikhism | Non-Beliefs | Judaism |  | Christianity | Hinduism | Buddhism | Humanism |
| **Rites and Ceremonies**  examine the foods associated with some  identify and recognise the symbols  associated with the major belief systems e.g. buildings, dress, books | **Key Figures**  become familiar with stories associated  with key religious figures  explore these stories through appropriate  use of play, music, art and drama. | Stories | **Rites and Ceremonies**  examine the foods associated with some  identify and recognise the symbols  associated with the major belief systems e.g. buildings, dress, books | Positive Mental | **Key Figures**  become familiar with stories associated  with key religious figures  explore these stories through appropriate  use of play, music, art and drama. | **Rites and Ceremonies**  examine the foods associated with some  identify and recognise the symbols  associated with the major belief systems e.g. buildings, dress, books | **Key Figures**  become familiar with stories associated  with key religious figures  explore these stories through appropriate  use of play, music, art and drama. | Stories |
| **Celebrations**  begin to explore festivals  understand the purpose and joy  of celebration  explore special celebrations that we  share with others | **Beliefs and Values**  understand how caring and sharing are  important in our lives  share stories about feelings such as love,  kindness and forgiveness.  talk about rules and why they are important | Beliefs  Values  Celebrations | **Celebrations**  begin to explore festivals  understand the purpose and joy  of celebration  explore special celebrations that we  share with others | Health Month | **Beliefs and Values**  understand how caring and sharing are  important in our lives  share stories about feelings such as love,  kindness and forgiveness.  talk about rules and why they are important | **Celebrations**  begin to explore festivals  understand the purpose and joy  of celebration  explore special celebrations that we  share with others | **Beliefs and Values**  understand how caring and sharing are  important in our lives  share stories about feelings such as love,  kindness and forgiveness.  talk about rules and why they are important | Beliefs  Values  Celebrations |

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| Belief Systems - **First Class** | | | | | | | | |
| **September** | **October** | **November** | **December** | **January** | **February** | **March/April** | **May** | **June** |
| Islam | Sikhism | Non-Beliefs | Judaism |  | Christianity | Hinduism | Buddhism | Humanism |
| **Key Figures**  know that there are religious leaders who wear particular styles of dress and are known by particular titles  discuss the role of these leaders in their own communities  become aware that belief systems have  special books which are important to  them | **Rites and Ceremonies**  become familiar with naming ceremonies  across a range of belief systems  study a number of naming ceremonies and  look at the customs attached to them. | Stories | **Key Figures**  know that there are religious leaders who wear particular styles of dress and are known by particular titles  discuss the role of these leaders in their own communities  become aware that belief systems have  special books which are important to  them | Positive Mental | **Rites and Ceremonies**  become familiar with naming ceremonies  across a range of belief systems  study a number of naming ceremonies and  look at the customs attached to them. | **Key Figures**  know that there are religious leaders who wear particular styles of dress and are known by particular titles  discuss the role of these leaders in their own communities  become aware that belief systems have  special books which are important to  them | **Rites and Ceremonies**  become familiar with naming ceremonies  across a range of belief systems  study a number of naming ceremonies and  look at the customs attached to them. | Stories |
| **Beliefs and Values**  recognise examples of religious  observances such as fasting, ablutions,  meditation and prayer  share experiences of special occasions and observances in his/her own life which are associated with ritual.  understand that religious observances  are related to each faith system | **Celebrations**  look at how different festivals  are celebrated  examine the art and music associated  with the celebration of these festivals.  categorise and distinguish between  festivals e.g. festivals of light  and festivals of darkness | Beliefs  Values  Celebrations | **Beliefs and Values**  recognise examples of religious  observances such as fasting, ablutions,  meditation and prayer  share experiences of special occasions and observances in his/her own life which are associated with ritual.  understand that religious observances  are related to each faith system | Health Month | **Celebrations**  look at how different festivals  are celebrated  examine the art and music associated  with the celebration of these festivals.  categorise and distinguish between  festivals e.g. festivals of light  and festivals of darkness | **Beliefs and Values**  recognise examples of religious  observances such as fasting, ablutions,  meditation and prayer  share experiences of special occasions and observances in his/her own life which are associated with ritual.  understand that religious observances  are related to each faith system | **Celebrations**  look at how different festivals  are celebrated  examine the art and music associated  with the celebration of these festivals.  categorise and distinguish between  festivals e.g. festivals of light  and festivals of darkness | Beliefs  Values  Celebrations |

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| Belief Systems - **Second Class** | | | | | | | | | | | | | | | | |
| **September** | | **October** | **November** | | **December** | | | **January** | | **February** | | **March/April** | | **May** | **June** | |
| Islam | | Sikhism | Non-Beliefs | | Judaism | | |  | | Christianity | | Hinduism | | Buddhism | Humanism | |
| **Rites and Ceremonies**  become familiar with naming ceremonies  across a range of belief systems  study a number of naming ceremonies and  look at the customs attached to them. | | **Key Figures**  know that there are religious leaders who wear particular styles of dress and are known by particular titles  discuss the role of these leaders in their own communities  become aware that belief systems have  special books which are important to  them | Stories | | **Rites and Ceremonies**  become familiar with naming ceremonies  across a range of belief systems  study a number of naming ceremonies and  look at the customs attached to them. | | | Positive Mental | | **Key Figures**  know that there are religious leaders who wear particular styles of dress and are known by particular titles  discuss the role of these leaders in their own communities  become aware that belief systems have  special books which are important to  them | | **Rites and Ceremonies**  become familiar with naming ceremonies  across a range of belief systems  study a number of naming ceremonies and  look at the customs attached to them. | | **Key Figures**  know that there are religious leaders who wear particular styles of dress and are known by particular titles  discuss the role of these leaders in their own communities  become aware that belief systems have  special books which are important to  them | Stories | |
| **Celebrations**  look at how different festivals  are celebrated  examine the art and music associated  with the celebration of these festivals.  categorise and distinguish between  festivals e.g. festivals of light  and festivals of darkness | | **Beliefs and Values**  recognise examples of religious  observances such as fasting, ablutions,  meditation and prayer  share experiences of special occasions and observances in his/her own life which are associated with ritual.  understand that religious observances  are related to each faith system | Beliefs  Values  Celebrations | | **Celebrations**  look at how different festivals  are celebrated  examine the art and music associated  with the celebration of these festivals.  categorise and distinguish between  festivals e.g. festivals of light  and festivals of darkness | | | Health Month | | **Beliefs and Values**  recognise examples of religious  observances such as fasting, ablutions,  meditation and prayer  share experiences of special occasions and observances in his/her own life which are associated with ritual.  understand that religious observances  are related to each faith system | | **Celebrations**  look at how different festivals  are celebrated  examine the art and music associated  with the celebration of these festivals.  categorise and distinguish between  festivals e.g. festivals of light  and festivals of darkness | | **Beliefs and Values**  recognise examples of religious  observances such as fasting, ablutions,  meditation and prayer  share experiences of special occasions and observances in his/her own life which are associated with ritual.  understand that religious observances  are related to each faith system | Beliefs  Values  Celebrations | |
| Belief Systems - **Third Class** | | | | | | | | | | | | | | | | |
| **September** | **October** | | | **November** | | **December** | **January** | | **February** | | **March/April** | | **May** | | | **June** |
| Islam | Sikhism | | | Non-Beliefs | | Judaism |  | | Christianity | | Hinduism | | Buddhism | | | Humanism |
| **Key Figures**  identify the sacred writings associated  with key religious figures  know the stories associated with how  these writings emerged  understand the relevance of these  writings in their various traditions. | **Rites and Ceremonies**  categorise a variety of marriage and/  or funeral rites  examine the links between religious rites  and ceremonies and their beginnings in  older traditions  begin an exploration of the nature  of pilgrimage and the link to older  pagan traditions. | | | Stories | | **Key Figures**  identify the sacred writings associated  with key religious figures  know the stories associated with how  these writings emerged  understand the relevance of these  writings in their various traditions. | Positive Mental | | **Rites and Ceremonies**  categorise a variety of marriage and/  or funeral rites  examine the links between religious rites  and ceremonies and their beginnings in  older traditions  begin an exploration of the nature  of pilgrimage and the link to older  pagan traditions. | | **Key Figures**  identify the sacred writings associated  with key religious figures  know the stories associated with how  these writings emerged  understand the relevance of these  writings in their various traditions | | **Rites and Ceremonies**  categorise a variety of marriage and/  or funeral rites  examine the links between religious rites  and ceremonies and their beginnings in  older traditions  begin an exploration of the nature  of pilgrimage and the link to older  pagan traditions. | | | Stories |
| **Beliefs and Values**  identify that there are key values associated  with a range of religious codes of conduct  examine how these codes of conduct  impact on how people behave. | **Celebrations**  research the diversity of traditions  associated with specific festivals such  as the differing Christmas celebrations  around the world  explore common links between  these traditions. | | | Beliefs  Values  Celebrations | | **Beliefs and Values**  identify that there are key values associated  with a range of religious codes of conduct  examine how these codes of conduct  impact on how people behave. | Health Month | | **Celebrations**  research the diversity of traditions  associated with specific festivals such  as the differing Christmas celebrations  around the world  explore common links between  these traditions. | | **Beliefs and Values**  identify that there are key values associated  with a range of religious codes of conduct  examine how these codes of conduct impact on how people behave. | | **Celebrations**  research the diversity of traditions  associated with specific festivals such  as the differing Christmas celebrations  around the world  explore common links between  these traditions. | | | Beliefs  Values  Celebrations |

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| Belief Systems - **Fourth Class** | | | | | | | | | | | | | | | | |
| **September** | | **October** | **November** | | **December** | | | **January** | | **February** | | **March/April** | | **May** | **June** | |
| Islam | | Sikhism | Non-Beliefs | | Judaism | | |  | | Christianity | | Hinduism | | Buddhism | Humanism | |
| **Rites and Ceremonies**  categorise a variety of marriage and/  or funeral rites  examine the links between religious rites and ceremonies and their beginnings in  older traditions  begin an exploration of the nature  of pilgrimage and the link to older  pagan traditions. | | **Key Figures**  identify the sacred writings associated  with key religious figures  know the stories associated with how  these writings emerged  understand the relevance of these  writings in their various traditions | Stories | | **Rites and Ceremonies**  categorise a variety of marriage and/  or funeral rites  examine the links between religious rites and ceremonies and their beginnings in  older traditions  begin an exploration of the nature  of pilgrimage and the link to older  pagan traditions. | | | Positive Mental | | **Key Figures**  identify the sacred writings associated  with key religious figures  know the stories associated with how  these writings emerged  understand the relevance of these  writings in their various traditions | | **Rites and Ceremonies**  categorise a variety of marriage and/  or funeral rites  examine the links between religious rites  and ceremonies and their beginnings in  older traditions  begin an exploration of the nature  of pilgrimage and the link to older  pagan traditions. | | **Key Figures**  identify the sacred writings associated  with key religious figures  know the stories associated with how  these writings emerged  understand the relevance of these  writings in their various traditions | Stories | |
| **Celebrations**  research the diversity of traditions  associated with specific festivals such as the differing Christmas celebrations  around the world  explore common links between  these traditions. | | **Beliefs and Values**  identify that there are key values associated  with a range of religious codes of conduct  examine how these codes of conduct  impact on how people behave. | Beliefs  Values  Celebrations | | **Celebrations**  research the diversity of traditions  associated with specific festivals such as the differing Christmas celebrations  around the world  explore common links between  these traditions. | | | Health Month | | **Beliefs and Values**  identify that there are key values associated  with a range of religious codes of conduct  examine how these codes of conduct  impact on how people behave. | | **Celebrations**  research the diversity of traditions  associated with specific festivals such  as the differing Christmas celebrations  around the world  explore common links between  these traditions. | | **Beliefs and Values**  identify that there are key values associated  with a range of religious codes of conduct  examine how these codes of conduct  impact on how people behave. | Beliefs  Values  Celebrations | |
| Belief Systems - **Fifth Class** | | | | | | | | | | | | | | | | |
| **September** | **October** | | | **November** | | **December** | **January** | | **February** | | **March/April** | | **May** | | | **June** |
| Islam | Sikhism | | | Non-Beliefs | | Judaism |  | | Christianity | | Hinduism | | Buddhism | | | Humanism |
| **Key Figures**  explore the concept of authority as  exercised by religious leaders  find out how these leaders are chosen  identify any common features which  may exist between religious leaders | **Rites and Ceremonies**  learn about rites of passage across societies  discuss the similarities and differences across the major belief systems in respect  of ritual and ceremony and identify any common links between these rites  continue the work on pilgrimages and identify common links across belief systems. | | | Stories | | **Key Figures**  explore the concept of authority as  exercised by religious leaders  find out how these leaders are chosen  identify any common features which  may exist between religious leaders | Positive Mental | | **Rites and Ceremonies**  learn about rites of passage across societies  discuss the similarities and differences across the major belief systems in respect  of ritual and ceremony and identify any common links between these rites  continue the work on pilgrimages and identify common links across belief systems. | | **Key Figures**  explore the concept of authority as  exercised by religious leaders  find out how these leaders are chosen  identify any common features which  may exist between religious leaders | | **Rites and Ceremonies**  learn about rites of passage across societies  discuss the similarities and differences across the major belief systems in respect  of ritual and ceremony and identify any common links between these rites  continue the work on pilgrimages and identify common links across belief systems. | | | Stories |
| **Beliefs and Values**  explore the common links in any of a  range of religious codes of conduct  attempt to locate common values  across the traditions  explore at class level how these values  can benefit society  visit places of worship | **Celebrations**  listen to and experience the sound  and music used by major religions  to celebrate their faith  look at and respond to the differing  art forms associated with festivals  present work in the form of an  assembly or exhibition. | | | Beliefs  Values  Celebrations | | **Beliefs and Values**  explore the common links in any of a  range of religious codes of conduct  attempt to locate common values  across the traditions  explore at class level how these values  can benefit society  visit places of worship | Health Month | | **Celebrations**  listen to and experience the sound  and music used by major religions  to celebrate their faith  look at and respond to the differing  art forms associated with festivals  present work in the form of an  assembly or exhibition. | | **Beliefs and Values**  explore the common links in any of a  range of religious codes of conduct  attempt to locate common values  across the traditions  explore at class level how these values  can benefit society  visit places of worship | | **Celebrations**  listen to and experience the sound  and music used by major religions  to celebrate their faith  look at and respond to the differing  art forms associated with festivals  present work in the form of an  assembly or exhibition. | | | Beliefs  Values  Celebrations |

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| Belief Systems - **Sixth Class** | | | | | | | | |
| **September** | **October** | **November** | **December** | **January** | **February** | **March/April** | **May** | **June** |
| Islam | Sikhism | Non-Beliefs | Judaism |  | Christianity | Hinduism | Buddhism | Humanism |
| **Rites and Ceremonies**  learn about rites of passage across societies  discuss the similarities and differences across the major belief systems in respect  of ritual and ceremony and identify any common links between these rites  continue the work on pilgrimages and identify common links across belief systems. | **Key Figures**  explore the concept of authority as  exercised by religious leaders  find out how these leaders are chosen  identify any common features which  may exist between religious leaders | Stories | **Rites and Ceremonies**  learn about rites of passage across societies  discuss the similarities and differences across the major belief systems in respect  of ritual and ceremony and identify any common links between these rites  continue the work on pilgrimages and identify common links across belief systems. | Positive Mental | **Key Figures**  explore the concept of authority as  exercised by religious leaders  find out how these leaders are chosen  identify any common features which  may exist between religious leaders | **Rites and Ceremonies**  learn about rites of passage across societies  discuss the similarities and differences across the major belief systems in respect  of ritual and ceremony and identify any common links between these rites  continue the work on pilgrimages and identify common links across belief systems. | **Key Figures**  explore the concept of authority as  exercised by religious leaders  find out how these leaders are chosen  identify any common features which  may exist between religious leaders | Stories |
| **Celebrations**  listen to and experience the sound  and music used by major religions  to celebrate their faith  look at and respond to the differing  art forms associated with festivals  present work in the form of an  assembly or exhibition. | **Beliefs and Values**  explore the common links in any of a  range of religious codes of conduct  attempt to locate common values  across the traditions  explore at class level how these values  can benefit society  visit places of worship | Beliefs  Values  Celebrations | **Celebrations**  listen to and experience the sound  and music used by major religions  to celebrate their faith  look at and respond to the differing  art forms associated with festivals  present work in the form of an  assembly or exhibition. | Health Month | **Beliefs and Values**  explore the common links in any of a  range of religious codes of conduct  attempt to locate common values  across the traditions  explore at class level how these values  can benefit society  visit places of worship | **Celebrations**  listen to and experience the sound  and music used by major religions  to celebrate their faith  look at and respond to the differing  art forms associated with festivals  present work in the form of an  assembly or exhibition. | **Beliefs and Values**  explore the common links in any of a  range of religious codes of conduct  attempt to locate common values  across the traditions  explore at class level how these values  can benefit society  visit places of worship | Beliefs  Values  Celebrations |

*Equality and Justice*

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| Equality and Justice - **Junior and Senior Infants** | | | | | | | | |
| **September** | **October** | **November** | **December** | **January** | **February** | **March/April** | **May** | **June** |
| **\*All Year - Exploring the Democratic Process:** participate in the life of the school\* | | | | | | | | |
| **\*All Year - Activating Equality Through Positive Action:** Whole school assemblies\* | | | | | | | | |
| **Exploring Human Rights**  develop the concept of rights through an exploration and celebration of the children’s uniqueness and differences\* | **Exploring Human Rights**  explore the concept of the reciprocity of rights through recognition of the importance of each individual in the class | **Exploring the Democratic Process**  participate in a  class culture of listening and speaking | **Exploring Human Rights**  identify and name basic rights e.g. the right to play (rest and recreation), nutritious food | **Activating Equality Through Positive Action**  extend care and friendship world wide\* | **Promoting Equality**  begin to understand that in order to ensure that everyone is treated equally, sometimes we have to treat people differently  explore stories about people who have made a difference and brought about a fairer world. | **Exploring the Democratic Process**  have opportunities to articulate his/her own attitudes, experiences and values | **Exploring Human Rights**  develop the concept of justice, responsibility and empathy through a discussion of issues\* | **Exploring Human Rights**  develop the concept of rights through an exploration and celebration of the children’s uniqueness and differences\* |
| **Exploring the Democratic Process**  discuss issues such as rules for class, playground etc.  participate in the development of class and yard charters | **Promoting Equality**  explore, identify and talk about concepts such as sharing, fairness, respect and empathy |  |  |  | **Activating Equality Through Positive Action**  begin to become aware of equality issues through celebrations\* | **Activating Equality Through Positive Action**  begin to discuss and critically reflect on issues that may arise within the school. | **Exploring the Democratic Process**  develop decision making, co-operation and negotiation skills |  |
|  | **Activating Equality Through Positive Action**  share within his/her own setting\* |  |  |  |  |  | **Activating Equality Through Positive Action**  extend care and friendship world wide\* |  |

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| Equality and Justice - **First and Second Class** | | | | | | | | |
| **September** | **October** | **November** | **December** | **January** | **February** | **March/April** | **May** | **June** |
| **\*All Year - Exploring the Democratic Process:** participate in the life of the school\* | | | | | | | | |
| **\*All Year - Activating Equality Through Positive Action:** Whole school assemblies\* | | | | | | | | |
| **Exploring Human Rights**  begin to distinguish the difference between wants and needs | **Promoting Equality**  become aware of and appreciate diversity in the school\* | **Exploring the Democratic Process**  participate in a  class culture of listening and speaking | **Exploring Human Rights**  identify and name basic rights e.g. knowing your rights and responsibilities, the right to education | **Exploring Human Rights**  explore rights and responsibilities in relation to the other children in the school and the contribution they can make to ensure these rights are upheld. | **Promoting Equality**   develop skills to make fair decisions and resolve conflict. | **Promoting Equality**  begin to explore how people are interconnected and depend upon each other-the concept of interdependence | **Exploring the Democratic Process**  develop decision making, co-operation and negotiation skills | **Activating Equality Through Positive Action**  extend care and friendship world wide\* |
| **Exploring the Democratic Process**  discuss issues such as rules for class, playground etc.  participate in the development of class and yard charters | **Activating Equality Through Positive Action**  share within his/her own setting\* |  |  |  | **Activating Equality Through Positive Action**  begin to become aware of equality issues through celebrations\* | **Exploring the Democratic Process**  have opportunities to articulate his/her own attitudes, experiences and values |  |  |
|  |  |  |  |  |  | **Activating Equality Through Positive Action**  begin to discuss and critically reflect on issues that may arise within the school. |  |  |

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| Equality and Justice - **Third and Fourth Class** | | | | | | | | |
| **September** | **October** | **November** | **December** | **January** | **February** | **March/April** | **May** | **June** |
| **\*All Year - Activating Equality Through Positive Action:** Whole school assemblies\* | | | | | | | | |
| **Exploring Human Rights**  further develop the concept of rights and responsibilities within the school and its environs | **Promoting Equality**  begin to explore the concept of discrimination and prejudice | **Exploring the Democratic Process**  participate in a democratic process | **Exploring Human Rights**  begin to understand the universality of rights through an awareness of the UN Convention on the Rights of the Child | **Promoting Equality**  explore the concept of discrimination in relation to a specific area, e.g. gender, race and disability | **Exploring Human Rights**  understand that sometimes rights can be in conflict and that certain skills are required to resolve conflict in these situations. | **Promoting Equality**  critically reflect on stories/poems about people who have encountered discrimination and confronted it positively | **Exploring Human Rights**  realise that not all children in the world have their rights respected | **Exploring the Democratic Process**  visit a democratic forum such as the Dáil/ Senate/County Council |
| **Exploring the Democratic Process**  understand how democracy works within the school | **Exploring the Democratic Process**  avail of opportunities to become involved democratically | **Activating Equality through Positive Action**  develop an anti-racist charter | **Activating Equality through Positive Action**  participate in a human rights climate in the classroom/school | **Exploring the Democratic Process**  develop an awareness of the National Children’s Strategy | **Exploring the Democratic Process**  engage with local issues such as the provision of facilities for the children of the locality | **Exploring the Democratic Process**  begin to understand how the democratic process in Ireland works | **Exploring the Democratic Process**  develop the skills required to make submissions to a National Body |  |
|  |  |  |  | **Activating Equality through Positive Action**  learn about people who have made a difference through campaigning and protest | **Activating Equality through Positive Action**  discuss, analyse and debate controversial issues at both local and global level | **Activating Equality through Positive Action**  actively support fair trade. | **Activating Equality through Positive Action**  express his/her views by writing letters to elected representatives on issues relating to equality |  |

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| Equality and Justice - **Fifth and Sixth Class** | | | | | | | | |
| **September** | **October** | **November** | **December** | **January** | **February** | **March/April** | **May** | **June** |
| **\*All Year - Activating Equality Through Positive Action:** Whole school assemblies\* | | | | | | | | |
| **Exploring the Democratic Process**  understand how democracy works within the school | **Exploring Human Rights**  understand that in addition to basic rights there are also:  - 1 *developmental rights* such as education, play and leisure, cultural activities, access to information | **Exploring Human Rights**  understand that in addition to basic rights there are also:  - 2 *participation rights* such as freedom to express an opinion, freedom to join an association and to gather together peacefully | **Exploring Human Rights**  be involved in an in-depth exploration of human rights and responsibilities in an Irish context | **Exploring Human Rights**  understand that in addition to basic rights there are also:  - 3 *protection rights* to guard children against abuse, neglect and exploitation | **Promoting Equality**  explore an issue in depth such as homelessness, poverty etc.  critically evaluate media coverage of equality and justice issues | **Exploring Human Rights**  understand how these rights (1,2 and 3) are not mutually exclusive and might overlap | **Exploring Human Rights**  carry out an in-depth exploration of a human right in a global context | **Promoting Equality**  begin to understand and have knowledge of Equality legislation-the Equal Status Act and the nine grounds on which discrimination is prohibited\* |
|  | **Exploring the Democratic Process**  avail of opportunities to become involved democratically | **Exploring the Democratic Process**  participate in a democratic process | **Promoting Equality**  examine an equality issue in relation to minorities in Ireland | **Exploring the Democratic Process**  develop an awareness of the National Children’s Strategy | **Exploring the Democratic Process**  engage with local issues such as the provision of facilities for the children of the locality | **Exploring the Democratic Process**  begin to understand how the democratic process in Ireland works | **Exploring the Democratic Process**  develop the skills required to make submissions to a National Body | **Exploring the Democratic Process**  visit a democratic forum such as the Dáil/ Senate/County Council |
|  |  | **Activating Equality through Positive Action**  develop an anti-racist charter | **Activating Equality through Positive Action**  participate in a human rights climate in the classroom/school | **Activating Equality through Positive Action**  learn about people who have made a difference through campaigning and protest | **Activating Equality through Positive Action**  discuss, analyse and debate controversial issues at both local and global level | **Activating Equality through Positive Action**  actively support fair trade. | **Activating Equality through Positive Action**  express his/her views by writing letters to elected representatives on issues relating to equality |  |

Appendix 2: Learn Together in a nutshell

**SEPTEMBER**

**Moral and Spiritual**

Core Value: Cooperation

Cooperative Games Inspiration:

* [Team Building Activities](https://www.momjunction.com/articles/team-building-activities-will-keep-kids-busy-summer_0074763/)
* [Cooperative Group Activities](https://theinspiredtreehouse.com/group-activities-for-kids-cooperation/)
* [Pom Pom Turn Taking Game](http://onetimethrough.com/pom-pom-turn-taking-game/)
* [Cooperative Children Music Game Activity](https://www.youtube.com/watch?v=LkZs6wgHaFU&feature=share)
* [Team Builders for the Classroom](https://literacyandlattes.com/2016/08/17/team-builders-for-the-classroom/)
* [Paper Chain Challenge](https://www.teacherspayteachers.com/Product/Paper-Chain-Challenge-STEM-Activity-1831144)

Learning Objectives

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| Junior and Senior Infants | *Exploring Moral Development*  The child shall be enabled to …   * develop and create awareness of core values * foster the development of peaceful co-operative social skills through stories, songs, songs, games and movement   *Cultivating Spiritual Growth*  The child shall be enabled to …   * develop a sense of wonder in his/her world through play, stories, poems and art and from observations of beauty in the natural world |
| First and Second Classes | *Exploring Moral Development*  The child shall be enabled to …   * explore values and codes of behaviour in a school community through discussion, playing together and learning together, within a classroom charter which reflects the values of codes of the school   *Cultivating Spiritual Growth*  The child shall be enabled to …   * continue the process of self-reflection on feelings and experiences through stories, poems and music that stimulate this reflection |
| Third & Fourth Class | *Exploring Moral Development*  The child shall be enabled to …     * Deepen his/her understanding in relation to making personal and individual social choices through discussion of right and wrong and recognition of what is appropriate behaviour   *Cultivating Spiritual Growth*  The child shall be enabled to …  Continue the search for understanding of his/her different life experiences, for example: birth of a sibling, arrival of a new pet, separation and loss |
| Fifth & Sixth | ***Exploring Moral Development***   * Examine the benefits of values in the wider community and look at the role of these values from a global perspective   ***Cultivating Spiritual Growth***   * Identify and examine his/her personal views and insights |

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|  | Learning Activities |
| Whole School *(Week 1)* | * Display poster and discuss what the statements mean * Discuss how we can show cooperation: [cooperation in sign language](https://www.handspeak.com/word/search/index.php?id=479) * Discuss what cooperation means * Song: [Count on Me](https://www.youtube.com/watch?v=Yc6T9iY9SOU) |
| Junior Infants | * Book: How do Dinosaurs Play with their friends? (*Week 2)* * Play a cooperative game *(Week 3)* * Guided Meditation: [Meditation Introduction](https://www.youtube.com/watch?v=9CdPQ7X1MzU)  (*Week 4)* |
| Senior Infants | * Book: The Enormous Turnip *(Week 2)* * Play a cooperative game *(Week 3)* * Guided Meditation: [The Tree](https://www.youtube.com/watch?v=mc24izlaLqA) *(Week 4)* |
| 1st Class | * Book: The Little Red Hen *(Week 2)* * Play a cooperative game *(Week 3)* * Guided Meditation: [Body Scans](https://www.youtube.com/watch?v=9A0S54yAgEg) *(Week 4)* |
| 2nd Class | * Book: The Sneetches *(Week 2)* * Play a cooperative game *(Week 3)* * Create a [mindfulness jar](http://jugglingwithkids.com/2011/10/mind-jar.html) *(Week 4)* |
| 3rd Class | * Book: Ellie Mc Doodle: Most popular player by Ruth Mc Nally Brashaw * Co-operative games * Moral Dilemma ( Give the children n moral dilemma-group discussion, class feedback) * Guided mediation ( You tube, Go Noodle) |
| 4th Class | * Book: A Chair for my mother By: Vera B Williams (Week 1\_ * Co-operative games (Week 2) * Moral Dilemma( Give the children a moral dilemma-group discussion, class feedback) (Week 3) * Guided mediation ( You tube, Go Noodle) Week 4 |
| 5th Class | * Book: The Eagle and the Wren By: Jane Goodall * Co-operative games * Moral Dilemma( Give the children a moral dilemma-group discussion, class feedback) * Guided mediation ( You tube, Go Noodle) |
| 6th Class | * Book:  Dream Team by: Jack Mc Callum * Co-operative games * Moral Dilemma ( Give the children a moral dilemma-group discussion, class feedback) * Guided mediation ( You tube, Go Noodle) * Powerpoint- [Philosophy in a box](https://www.teacherspayteachers.com/Product/Moral-Spiritual-Development-P4C-Philosophy-For-Children-Lesson-Boxes-3744743) * The Golden Rule-importance of having a golden rule in all religions/non belief |

**Ethics and the Environment**

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| Junior and Senior Infants | *Activation of Stewardship and Responsibility*  The child shall be enabled to …   * participate in drawing up a school environmental charter |
| First and Second Classes | *Activation of Stewardship and Responsibility*  The child shall be enabled to …   * participate in drawing up a school environmental charter |
| Third & Fourth | Activation of Responsibility and Stewardship   The child shall be enabled to:     * Participate in drawing up a school environmental charter |
| Fifth & Sixth | Activation of Responsibility and Stewardship   The child shall be enabled to:     * Participate in drawing up a school environmental charter |

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|  | **Learning Activities** |
| **Whole School** | * Listen, discuss and respond to the song ‘[With my own two hands](about:blank)’ * Design the class ‘green charter’ *(Week 1)* * Eco-monitors elections *(Week 2)* * Listen and respond to the song [*Earth: We're In It Together*](https://youtu.be/tUHZsEtJXdk) *(Week 3)* * Design a poster promoting a plastic-free lunchbox *(Week 4)*   ***Other Ideas:***   * Listen and respond to [I can be a hummingbird](https://www.youtube.com/watch?v=-btl654R_pY). Whole class circle on the importance of responsible disposal of litter * Listen and respond to [No. 6: Recycling Song](http://www.teachjunkie.com/language-arts/spring-poems-for-children/) * Whole class discussion: we have a responsibility to ourselves as well as our environment. Looking after our environment is looking after ourselves! * Listen and respond to the song [*Earth Were In It Together*](https://youtu.be/tUHZsEtJXdk) * Plastic Free/Sustainability |
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| Third Class | * Class ‘Green Charter’ * Posters promoting Sustainability * Green School elections * Plastic Free School |
| Fourth Class | * Class ‘Green Charter’ * Posters promoting Sustainability * Green School elections * Plastic Free School |
| Fifth Class | * C |
| Sixth Class | * Class ‘Green Charter’ * Posters promoting Sustainability * Green School elections * Plastic Free School |

**Equality and Justice**

*Learning Objectives*

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| Junior Infants &Senior Infants | ***Exploring Human Rights***  The child shall be enabled to …   * develop the concept of rights through an exploration and celebration of the children’s uniqueness and differences   *Exploring the Democratic Process*  The child shall be enabled to …   * discuss issues such as rules for class, playground etc. * participate in the development of class and yard charters |
| First and Second Classes | ***Exploring the Democratic Process***  The child shall be enabled to …   * discuss issues such as rules for class, playground etc. * participate in the development of class and yard charters   *Exploring Human Rights*  The child shall be enabled to …   * begin to distinguish the difference between wants and needs |
| Third and Fourth Classes | **Exploring Human Rights**  The child shall be enabled to:   * further develop the concept of rights and responsibilities within the school and its environs   **Exploring the Democratic Process**  The child shall be enabled to  understand how democracy works within the school |
| Fifth and sixth class | **Exploring the Democratic Process**  The child shall be enabled to:  understand how democracy works within the school |

Learning Activities

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| Whole School | Student Council Elections |
| Junior Infants | * School Rules/Classroom Charter *(Week 1)* * Yard Charter *(Week 2)* * The democratic process- how it works- preparing for election *(Week 3)*   School Council Elections *(Week 4)* |
| Senior Infants | * School Rules/Classroom Charter *(Week 1)* * Yard Charter *(Week 2)* * The democratic process- how it works- preparing for election *(Week 3)* * School Council Elections *(Week 4)* |
| First Class | * School Rules/Classroom Charter *(Week 1)* * Yard Charter *(Week 2)* * The democratic process- how it works- preparing for election *(Week 3)* * School Council Elections *(Week 4)* |
| Second Class | * School Rules/Classroom Charter *(Week 1)* * Yard Charter *(Week 2)* * The democratic process- how it works- preparing for election *(Week 3)* * School Council Elections *(Week 4)* |
| Third Class | * School Rules/Classroom Charter * Yard Charter * The democratic process- how it works- preparing for election * School Council Elections |
| Fourth Class | * School Rules/Classroom Charter * Yard Charter * The democratic process- how it works- preparing for election * School Council Elections |
| Fifth Class | * School Rules/Classroom Charter * Yard Charter * The democratic process- how it works- preparing for election * School Council Elections |
| Sixth Class | * School Rules/Classroom Charter * Yard Charter * The democratic process- how it works- preparing for election * School Council Elections |

**Belief Systems: Islam**

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| Junior Infants | *Key Figures*  The child shall be enabled to …   * become familiar with stories associated with key religious figures   *Beliefs and Values*  The child shall be enabled to …   * understand how caring and sharing are important in our lives * share stories about feelings such as love, kindness and forgiveness * talk about rules and why they are important |
| Senior Infants | *Rites and Ceremonies*  The child shall be enabled to …   * examine the foods associated with some rites and ceremonies * identify and recognise the symbols associated with the major belief systems e.g. building, dress, books   *Celebrations*  The child shall be enabled to …   * begin to explore festivals * understand the purpose and joy of celebration explore special celebrations that we share with others |
| First Class | *Key Figures*  The child shall be enabled to …   * know that there are religious leaders who wear particular styles of dress and are known by particular titles * discuss the role of these leaders in their own communities * become aware that belief systems have special books which are important to them   *Beliefs and Values*  The child shall be enabled to …   * recognise examples of religious observances such as fasting, ablutions, meditation and prayer * share experiences of special occasions and observances in his/her own life which are associated with ritual * understand that religious observance are related to each faith system |
| Second Class | *Rites and Ceremonies*  The child shall be enabled to …   * become familiar with naming ceremonies across a range of belief systems * study a number of naming ceremonies and look at the customs attached to them   *Celebrations*  The child shall be enabled to …   * look at how different festivals are celebrated * examine the art and music associated with the celebration of these festivals * categorise and distinguish between festivals e.g. festivals of light and festivals of darkness |
| Third Class | *Key Figures*  The child shall be enabled to …   * identify the sacred writings associated with key religious figures * know the stories associated with how these writings emerged * understand the relevance of these writing in their various traditions   *Beliefs and Values*  The child shall be enabled to …   * identify that there are key values associated with a range of religious codes of conduct * examine how these codes of conduct impact on how people behave |
| Fourth Class | **Rites and Ceremonies**   * categorise a variety of marriage and/ or funeral rites      * examine the links between religious rites and ceremonies and their beginnings in   older traditions     * begin an exploration of the nature of pilgrimage and the link to older pagan traditions   **Celebrations**   * research the diversity of traditions associated with specific festivals such as the differing Christmas celebrations  around the world      * explore common links between these traditions. |
| Fifth Class | **Key Figures**   * explore the concept of authority as exercised by religious leaders      * find out how these leaders are chosen      * identify any common features which may exist between religious leaders   **Beliefs and Values**   * explore the common links in any of a range of religious codes of conduct      * attempt to locate common values across the traditions      * explore at class level how these values can benefit society |
| Sixth Class | **Rites and Ceremonies**   * learn about rites of passage across societies      * discuss the similarities and differences across the major belief systems in respect of ritual and ceremony and identify any common links between these rites      * continue the work on pilgrimages and identify common links across belief systems.   **Celebrations**   * listen to and experience the sound and music used by major religions to celebrate their faith      * look at and respond to the differing art forms associated with festivals      * present work in the form of an assembly or exhibition. |

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| Junior Infants | * Eid al-Adha: look at and discuss [Eid al-Adha display photos](https://www.twinkl.co.uk/resource/t-t-6692-eid-display-photos)  *(Week 1)* * Discussion: prayer  Activity: [deisgn your own prayer mat](https://www.twinkl.co.uk/resource/tp2-r-040-planit-re-year-3-islam-unit-home-learning-tasks) *(Week 2)* * Listen and respond to the sounds of Islam, e.g. call to prayer, [Islamic music](https://www.youtube.com/watch?v=Hz1S1xqz21s) *(Week 3)* * Islamic Art: [Islamic Art ppt](https://www.twinkl.co.uk/resource/t2-re-549-islamic-art-patterns-powerpoint) (**FYI**) [Islam colouring pages](https://www.twinkl.co.uk/resource/hi-t-re-384-eid-mindfulness-colouring-pages-english-hindi) *(Week 4)* |
| Senior Infants | * Eid al-adha: look at and discuss [All about Eid al-Adha EYFS ppt](https://www.twinkl.co.uk/resource/t-t-2548416-eyfs-all-about-eid-al-adha-information-powerpoint) *(Week 1)* * Islam: [Islam ppt](https://www.twinkl.co.uk/resource/t2-re-598-inter-faith-week-islam-powerpoint) *(Week 2)* * Listen and respond to the sounds of Islam, e.g. call to prayer, [Islamic music](https://www.youtube.com/watch?v=Hz1S1xqz21s) *(Week 3)* * Islamic Art: [Islamic Art ppt](https://www.twinkl.co.uk/resource/t2-re-549-islamic-art-patterns-powerpoint) (**FYI**) [Moon and stars paper craft](https://nurturestore.co.uk/paper-plate-moon-ramadan-craft) *(Week 4)* |
| First Class | * Eid al-adha: look at and discuss [Eid al Adha Picture Hotspots](https://www.twinkl.co.uk/resource/ar-t-re-412-ks1-eid-al-adha-picture-hotspots-arabic-english) *(Week 1)* * Look at and discuss: [The Qur'an](https://www.twinkl.co.uk/resource/t-re-013-ks1-islam-and-the-quran-teaching-and-task-setting-powerpoint) ppt *(Week 2)* * Listen and respond to the sounds of Islam, e.g. call to prayer, [Islamic music](https://www.youtube.com/watch?v=Hz1S1xqz21s) *(Week 3)* * Islamic Art: [Islamic Art ppt](https://www.twinkl.co.uk/resource/t2-re-549-islamic-art-patterns-powerpoint) (**FYI**) [Geometric Islamic art lesson](https://nurturestore.co.uk/islamic-geometric-art-lesson-for-children) |
| Second Class | * Eid al-adha: look at and discuss [Eid al-Adha ppt](https://www.twinkl.co.uk/resource/t2-r-201-eid-al-adha-powerpoint) *(Week 1)* * [Islam: Special Festivals](https://www.twinkl.co.uk/resource/tp2-r-037-planit-re-year-3-islam-lesson-4-special-festivals-lesson-pack) *(Week 2)* * Listen and respond to the sounds of Islam, e.g. call to prayer, [Islamic music](https://www.youtube.com/watch?v=Hz1S1xqz21s) *(Week 3)* * [Watercolour Mosque Silhouettes](http://intheplayroom.co.uk/2015/05/06/watercolour-mosque-silhouette-pictures/) *(Week 4)* |
| Third Class | * *Eid al Adha: look at and discuss* [*Eid al-Adha information*](https://www.twinkl.ie/resource/t2-r-201-eid-al-adha-powerpoint) * *The five Pillars of Islam:* [*Pillars of Islam*](https://www.twinkl.ie/resource/t2-r-030-pillars-of-islam-worksheet) * [*Pillars Display posters*](https://www.twinkl.ie/resource/ar-t-t-2211-five-pillars-of-islam-display-poster-arabic-english-) * *Islam Main beliefs:* [*main belief pack*](https://www.twinkl.ie/resource/tp2-r-035-planit-re-year-3-islam-lesson-2-main-beliefs-lesson-pack) * *The Holy Book: Qur’an* * *Islamic art whole school display* [*Islamic art powerpoint*](https://www.twinkl.ie/resource/t2-re-549-islamic-art-patterns-powerpoint) |
| Fourth class  *Revisit the previous year* | * *Eid al Adha: look at and discuss* [*Eid al-Adha information*](https://www.twinkl.ie/resource/t2-r-217-eid-al-adha-assembly-presentation) * *Listening and responding to the sounds of Islam (Music/ call to prayer etc)* * *The Mosque* * *Islamic Art whole school display* [*islamic art powerpoint*](https://www.twinkl.ie/resource/t2-re-549-islamic-art-patterns-powerpoint) |
| Fifth Class  *Revisit the previous year* | * *Eid al Adha: look at and discuss:* [*Eid-al-Adha information*](https://www.twinkl.ie/resource/t-re-411-ks1-eid-al-adha-information-powerpoint) * [*Five Pilla*](https://www.twinkl.ie/resource/t4-re-19-introduction-to-the-five-pillars-of-islam-lesson-pack) * [*rs of Islam Lesson : Introduction*](https://www.twinkl.ie/resource/t4-re-19-introduction-to-the-five-pillars-of-islam-lesson-pack)[*Five Pillars of Islam Lesson : Islamic Charity*](https://www.twinkl.ie/resource/t4-re-27-islamic-charity-lesson-pack) * [*Five Pillars of Islam Lesson : Sawm*](https://www.twinkl.ie/resource/t4-re-24-sawm-lesson-pack) * [*Five Pillars of Islam Lesson : Hajj*](https://www.twinkl.ie/resource/t4-re-7-hajj-lesson-pack) * [*Five Pillars of Islam Lesson : Islamic Prayer*](about:blank) * *The Holy Book: Qur’an* * *Islamic art whole school display* [*Islamic art powerpoint*](https://www.twinkl.ie/resource/t2-re-549-islamic-art-patterns-powerpoint) |
| Sixth Class  *Revisit the previous year* | * *Eid al Adha: look at and discuss:* [*Eid-al Adha information*](https://www.twinkl.ie/resource/t2-r-060-eid-ul-adha-powerpoint) * *Listening and responding to the sounds of Islam (music/Call to prayer etc)* * *The Mosque* * *Islamic art whole school display* [*Islamic art powerpoinnt*](https://www.twinkl.ie/resource/t2-re-549-islamic-art-patterns-powerpoint) * [*My life, my religion*](https://www.youtube.com/watch?v=FNBjzJIluFc) |

**OCTOBER**

**Moral and Spiritual**

Core Value: Respect

A nice resource:

* [Respect is ...](https://www.google.com/search?rlz=1C1CAFB_enUS620US622&biw=1411&bih=744&tbm=isch&sa=1&q=how+to+be+respectful&oq=how+to+be+respectful&gs_l=psy-ab.3..0l2j0i30k1l2.393972.405488.0.407961.86.31.0.0.0.0.1000.5483.5-5j2j1.8.0....0...1.1.64.psy-ab..80.6.4058...0i67k1j0i13k1.0.CZFH17oKsEI#imgrc=YEp0rG5gwWy66M:)
* [Seasame Street: Respect](https://www.youtube.com/watch?v=GOzrAK4gOSo)

Learning Objectives

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| Junior and Senior Infants | ***Exploring Moral Development***  The child shall be enabled to …   * develop and create awareness of core values * explore his/her identify and individuality through discussion and projects related to the discovery of a sense of self   ***Cultivating Spiritual Growth***  The child shall be enabled to …   * develop his/her meditative spirit through the provision of opportunities for silence and reflection |
| First and Second Classes | ***Exploring Moral Development***  The child shall be enabled to …   * explore the relevance of the values studies in the previous Junior and Senior Infants cycle and expand on these   ***Cultivating Spiritual Growth***  The child shall be enabled to …   * reflect on the significance of his/her own personal experience and/or an outdoor quiet space |
| Third & Fourth | ***Exploring Moral Development***   * Begin an exploration of the concept of conscience through scenarios, role play, drama and school based events   ***Cultivating Spiritual Growth***   * Develop the ability to question and reflect on such experiences |
| Fifth & Sixth | ***Exploring Moral Development***   * Explore interpretations and shades of right and wrong through an exploration of controversial issues   ***Cultivating Spiritual Growth***   * Apply these insights in a personal capacity to his/her own life |

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|  | Learning Activities |
| Whole School *(Week 1)* | * Display poster and discuss what the statements mean * Discuss how we can show respect: [respect in sign language](https://www.lifeprint.com/asl101/pages-signs/r/respect.htm) * Discuss what respect means for each one of us * Song: [It's about respect](https://www.youtube.com/watch?v=Ri8QRBo-Agg&t=40s) |
| Junior Infants | * Book: Respect and take care of things (*Week 2)* * Draw a picture of what respect looks like in our class *(Week 3)* * [Guided Meditation](https://www.youtube.com/watch?v=U9Q6FKF12Qs)  (*Week 4)* |
| Senior Infants | * Book: Be Bigger - [lesson plan here](https://talkingtreebooks.com/lesson-plans/respect-friendship-grades-k-to-4.html) *(Week 2)* * Activity: [This is me showing respect](https://www.teacherspayteachers.com/FreeDownload/Character-Education-Respect-Activity-Pack-1476820) *(Week 3)* * [Guided Meditation](https://www.youtube.com/watch?v=GbtxDsAp6O0) *(Week 4)* |
| 1st Class | * Book: The Crayon Box that Talked *(Week 2)* * Activity: [How do you show respect?](https://www.teacherspayteachers.com/Product/Classroom-Guidance-Lesson-Respect-3238390)  *(Week 3)* * [Guided Meditation](https://www.youtube.com/watch?v=SKCcXsIDwMU) *(Week 4)* |
| 2nd Class | * Book: Red A Crayons Story *(Week 2)* * Respect Acrostic Poem *(Week 3)* * [Guided Meditation](https://www.youtube.com/watch?v=02E1468SdHg)  *(Week 4)* |
| 3rd Class | * Book: )book will make children think about even the smallest acts of kindness and how they have a ripple effect on others) **Each Kindness by Jacqueline Woodson** * [Lesson on Book](http://www.thenedshow.com/assets/keep-kindness-going-primary-lesson-plan-each-kindness.pdf) * Moral Dilemma * Acrostic Poem on Respect * Meditation/Yoga |
| 4th Class | * Book: (respect for a person’s name) **Chrysanthemum by Kevin Henkes** * [Lesson on Book](https://heartmindonline.org/resources/lesson-plan-teaching-kindness-with-chrysanthemum) * Moral Dilemma * Respect Wordle * Meditation/Yoga |
| 5th Class | * Book: (How a small act of kindness can change a person’s life) **The Invisible Boy by Trudy Ludwig** * [Lesson on book](https://witsprogram.ca/pdfs/schools/books/the-invisible-boy/the-invisible-boy.pdf) * Moral Dilemma * What respect means to me (Writing) * Meditation/ Yoga |
| 6th Class | * Book: The book shows how a child finds inner peace by doing good deeds for others. **The Three Questions by Jon J Muth** * [lesson on book](https://tc2.ca/pdf/The3Questions.pdf) * Moral Dilemma * Collaboration with Infants on Respect and conflict resolution games/ chatting * Meditation/ Yoga |

**Ethics and the Environment**

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| --- | --- |
| Junior and Senior Infants | ***Knowledge and Awareness of Environmental Issues***  The child shall be enabled to …   * develop a sense of awe and wonder in nature through stories, poetry, nature walks, nature table and exploring the natural cycles of life   ***Activation of Responsibility and Stewardship***  The child shall be enabled to …   * participate in nature walks in the local park, seashore or farm in order to develop his/her understanding |
| First and Second Classes | ***Knowledge and Awareness of Environmental Issues***  The child shall be enabled to …   * Identify, become aware of and explore different habitats such as bird nests, fish ponds and wild gardens   ***Activation of Stewardship and Responsibility***  The child shall be enabled to …  participate in nature walks in the local park, seashore or farm in order to develop his/her understanding of interdependence |
| Third & Fourth | **Knowledge and Awareness of Environment Issues**   * Explore how we can enhance our environment for future generations through energy conservation, tree planting, preservation of habitats   **Activation of Responsibility and Stewardship**   * Engage in seed collection projects and tree planting days |
| Fifth & Sixth | **Knowledge and Awareness of Environment Issues**   * Develop an understanding of conservation e.g. energy and water   **Activation of Responsibility and Stewardship**   * Engage in seed collection projects and tree planting days |

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|  | Learning Activities |
| Whole School | * National tree Week |
| Junior Infants | * National Tree Day: Oak *(Week 1)* * Nature Walk *(Week 2)* * [Nature Poem](https://www.google.ie/url?sa=i&source=images&cd=&ved=2ahUKEwih1qvJiN7cAhVLD8AKHStwDpMQjRx6BAgBEAU&url=https%3A%2F%2Fwww.earthrangers.com%2Fwildwire%2Fsuper-rangers%2Fsuper-ranger-amanda-and-her-super-community-clean-up%2F&psig=AOvVaw0ViqPEaL8QC3z4wBeJqmm_&ust=1533838698786864) *(Week 3)* * Planting *(Week 4)* |
| Senior Infants | * National Tree Day: Ash, relevant slide of [The Trees of Ireland ppt](https://www.twinkl.co.uk/resource/roi-sc-18-the-trees-of-ireland-powerpoint-) *(Week 1)* * Nature Walk *(Week 2)* * [Nature Poem](https://www.google.ie/url?sa=i&source=images&cd=&ved=2ahUKEwih1qvJiN7cAhVLD8AKHStwDpMQjRx6BAgBEAU&url=https%3A%2F%2Fwww.earthrangers.com%2Fwildwire%2Fsuper-rangers%2Fsuper-ranger-amanda-and-her-super-community-clean-up%2F&psig=AOvVaw0ViqPEaL8QC3z4wBeJqmm_&ust=1533838698786864) *(Week 3)* * Planting *(Week 4)* |
| First Class | * National Tree Day: Hawthorn, relevant slide of [The Trees of Ireland ppt](https://www.twinkl.co.uk/resource/roi-sc-18-the-trees-of-ireland-powerpoint-) *(Week 1)* * Nature Walk *(Week 2)* * [Nature Poem](https://www.google.ie/url?sa=i&source=images&cd=&ved=2ahUKEwih1qvJiN7cAhVLD8AKHStwDpMQjRx6BAgBEAU&url=https%3A%2F%2Fwww.earthrangers.com%2Fwildwire%2Fsuper-rangers%2Fsuper-ranger-amanda-and-her-super-community-clean-up%2F&psig=AOvVaw0ViqPEaL8QC3z4wBeJqmm_&ust=1533838698786864) *(Week 3)* * Planting *(Week 4)* |
| Second Class | * National Tree Day: Sycamore, relevant slide of [The Trees of Ireland ppt](https://www.twinkl.co.uk/resource/roi-sc-18-the-trees-of-ireland-powerpoint-) *(Week 1)* * Nature Walk *(Week 2)* * [Nature Poem](https://www.google.ie/url?sa=i&source=images&cd=&ved=2ahUKEwih1qvJiN7cAhVLD8AKHStwDpMQjRx6BAgBEAU&url=https%3A%2F%2Fwww.earthrangers.com%2Fwildwire%2Fsuper-rangers%2Fsuper-ranger-amanda-and-her-super-community-clean-up%2F&psig=AOvVaw0ViqPEaL8QC3z4wBeJqmm_&ust=1533838698786864) *(Week 3)* * Planting *(Week 4)* |
| Third Class | * Nature Walk-Looking for the fruits of Autumn * Tree Week Beginning Oct 4th (Focus- Oak) * Project: Seed Saving * Making Bird feeders for the Winter ( Collaborate with a jnr class) |
| Fourth Class | * Nature Walk-Looking for the fruits of Autumn * Tree Week Beginning Oct 4th (Focus- Sycamore) * Project: Bees * Making Bird feeders for the Winter ( Collaborate with a jnr class) |
| Fifth Class | * Nature Walk-Looking for the fruits of Autumn * Tree Week Beginning Oct 4th (Focus- Ash) * Project: Seed saving * Making Bird feeders for the Winter ( Collaborate with a jnr class) |
| Sixth Class | * Nature Walk-Looking for the fruits of Autumn * Tree Week Beginning Oct 4th ( Focus- Rowan) * Project: Bees * Making Bird feeders for the Winter ( Collaborate with a jnr class) |

**Belief Systems:  Sikhism**

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|  | Learning Objectives |
| Junior Infants | *Rites and Ceremonies*  The child shall be enabled to …   * examine the foods associated with some rites and ceremonies * identify and recognise the symbols associated with the major belief systems e.g. building, dress, books   *Celebrations*  The child shall be enabled to …   * begin to explore festivals * understand the purpose and joy of celebration explore special celebrations that we share with others |
|  | *Key Figures*  The child shall be enabled to …   * become familiar with stories associated with key religious figures   *Beliefs and Values*  The child shall be enabled to …   * understand how caring and sharing are important in our lives * share stories about feelings such as love, kindness and forgiveness * talk about rules and why they are important |
| First Class | *Rites and Ceremonies*  The child shall be enabled to …   * become familiar with naming ceremonies across a range of belief systems * study a number of naming ceremonies and look at the customs attached to them   *Celebrations*  The child shall be enabled to …   * look at how different festivals are celebrated * examine the art and music associated with the celebration of these festivals * categorise and distinguish between festivals e.g. festivals of light and festivals of darkness |
| Second Class | *Key Figures*  The child shall be enabled to …   * know that there are religious leaders who wear particular styles of dress and are known by particular titles * discuss the role of these leaders in their own communities * become aware that belief systems have special books which are important to them   *Beliefs and Values*  The child shall be enabled to …   * recognise examples of religious observances such as fasting, ablutions, meditation and prayer * share experiences of special occasions and observances in his/her own life which are associated with ritual * understand that religious observance are related to each faith system |
| Third Class | **Rites and Ceremonies**   * categorise a variety of marriage and/ or funeral rites      * examine the links between religious rites and ceremonies and their beginnings in older traditions      * begin an exploration of the nature of pilgrimage and the link to older pagan traditions.   **Celebrations**   * research the diversity of traditions associated with specific festivals such as the differing Christmas celebrations around the world      * explore common links between these traditions. |
| Fourth Class | **Key Figures**   * identify the sacred writings associated with key religious figures      * know the stories associated with how these writings emerged      * understand the relevance of these writings in their various traditions   **Beliefs and Values**   * identify that there are key values associated with a range of religious codes of conduct      * examine how these codes of conduct impact on how people behave. |
| Fifth Class | **Rites and Ceremonies**   * learn about rites of passage across societies      * discuss the similarities and differences across the major belief systems in respect of ritual and ceremony and identify any common links between these rites * continue the work on pilgrimages and identify common links across belief systems.   **Celebrations**   * listen to and experience the sound and music used by major religions to celebrate their faith      * look at and respond to the differing art forms associated with festivals      * present work in the form of an assembly or exhibition. |
| Sixth Class | **Key Figures**   * explore the concept of authority as exercised by religious leaders      * find out how these leaders are chosen      * identify any common features which may exist between religious leaders   **Beliefs and Values**   * explore the common links in any of a range of religious codes of conduct      * attempt to locate common values across the traditions      * explore at class level how these values can benefit society |

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|  | Learning Activities |
| Junior infants | * Sikhism: look at and discuss [Sikh artefacts pictures](https://www.twinkl.co.uk/resource/cfe2-re-106-sikh-artefacts-photo-pack)  *(Week 1)* * [Design your own wedding scarf](https://www.twinkl.co.uk/resource/tf-t-2548608-eyfs-sikh-wedding-scarf-design-activity-sheet) *(Week 2)* * Listen and respond to [Sikh music](https://www.youtube.com/watch?v=UUWL0jIUToM) *(Week 3)* * [Sikh Art](https://www.kiddiesangat.com/finger-mala/)  *(Week 4)* |
| Senior Infants | * [Sikhism ppt](https://www.twinkl.co.uk/resource/t-re-023-sikh-beliefs-teaching-and-task-setter-powerpoint) *(Week 1)* * Sikhism:  [Guru Nanak](https://www.twinkl.co.uk/resource/t-t-24490-new-guru-nanak-information-powerpoint) ppt *(Week 2)* * Listen and respond to [Sikh music](https://www.youtube.com/watch?v=UUWL0jIUToM) *(Week 3)* * [Sikh Art](https://www.kiddiesangat.com/kanga/) *(Week 4)* |
| First Class | * [Sikhism ppt](https://www.twinkl.co.uk/resource/t-re-023-sikh-beliefs-teaching-and-task-setter-powerpoint) *(Week 1)* * Look at and discuss: [Guru Granth Sahib ppt](https://www.twinkl.co.uk/resource/t-re-020-guru-granth-sahib-teaching-and-task-setting-powerpoint) ppt *(Week 2)* * Listen and respond to [Sikh music](https://www.youtube.com/watch?v=UUWL0jIUToM) *(Week 3)* * [Sikh Art](https://www.kiddiesangat.com/khanda-chakkr/) *(Week 4)* |
| Second Class | * [Sikhism ppt](https://www.twinkl.co.uk/resource/t-re-023-sikh-beliefs-teaching-and-task-setter-powerpoint) *(Week 1)* * [Places of Worship: Sikhism ppt](https://www.twinkl.co.uk/resource/t-re-006-places-of-worship-sikh-gurdwaras-ks1-powerpoint) *(Week 2)* * Listen and respond to [Sikh music](https://www.youtube.com/watch?v=UUWL0jIUToM) *(Week 3)* * [Sikh Art](https://www.kiddiesangat.com/kalgi/)  *(Week 4)* |
| Third Class  *Revisit the previous year* | * *Overview of Sikhism* [*Sikhism who and where*](https://www.twinkl.ie/resource/tp2-r-058-planit-re-year-3-sikhism-lesson-1-who-and-where-lesson-pack) * *Listen and respond to Music associated with India and Sikhism* * *Sikh inspired art* * *Festival :* [*Baisakhi*](https://www.twinkl.ie/resource/tp2-r-061-planit-re-year-3-sikhism-lesson-4-special-festivals-lesson-pack) |
| Fourth class  *Revisit the previous year* | * *Sikhism: Holy Text* [*SIkh Holy Text*](about:blank) * *Listen and respond to Music associated with India and Skihism* * *Sikh Inspired art* * *Festival :* [*Baisakhi*](https://www.twinkl.ie/resource/tp2-r-061-planit-re-year-3-sikhism-lesson-4-special-festivals-lesson-pack) |
| Fifth Class  *Revisit the previous year* | * *Sikhism: Special Places* [*Places of interest*](about:blank) * *Listen and respond to Music associated with India and Sikhism* * *Sikh inspired art* * *Festival :* [*Baisakhi*](https://www.twinkl.ie/resource/tp2-r-061-planit-re-year-3-sikhism-lesson-4-special-festivals-lesson-pack) |
| Sixth Class  *Revisit the previous year* | * *Creation stories- link to other religions* * [*Creation: World religion Link*](https://www.twinkl.ie/resource/tp2-r-62-planit-re-year-6-creation-stories-lesson-4-sikhism-lesson-pack) * *Sikhism Symbols* [*Symbols and Meaning*](https://www.twinkl.ie/resource/tp2-r-063-planit-re-year-3-sikhism-lesson-6-symbols-and-meanings-lesson-pack) * *Listen and respond to Music associated with India and Skihism* * *Sikh Inspired art* * *Festival:* [*Baisakhi*](https://www.twinkl.ie/resource/tp2-r-061-planit-re-year-3-sikhism-lesson-4-special-festivals-lesson-pack) |

**Equality and Justice**

Learning Objectives

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| Junior and Senior Infants | ***Exploring Human Rights***   * explore the concept of the reciprocity of rights through recognition of the importance of each individual in the class   ***Promoting Equality***   * explore, identify and talk about concepts such as sharing, fairness, respect and empathy   *Activating Equality through Positive Action*   * share within his/her own setting |
| First and Second Classes | ***Promoting Equality***   * become aware of and appreciate diversity in the school   ***Activating Equality through Positive Action***   * share within his/her own setting |
| Third and Fourth Classes | **Promoting Equality**   * begin to explore the concept of discrimination and prejudice   **Exploring the Democratic Process**   * avail of opportunities to become involved democratically |
| Fifth and sixth class | **Exploring Human Rights**   * understand that in addition to basic rights there are also: * *developmental rights* such as education, play and leisure, cultural activities, access to information   **Exploring the Democratic Process**   * avail of opportunities to become involved democratically |

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|  | Learning Activities |
| Whole School | *\*Note: Right Start Cooperation lessons will be covered this month as we had class charters/student council elections last month \**  Learning Activities: All lessons are taken from the Right Start, Lift Off & Me, you, everyone 9 I have a copy of the books) |
| Junior Infants | * Cooperation: That’s Handy! *(Week 1)* * Cooperation: All Different, all Equal *(Week 2)* * Respect: My Special Place *(Week 3)* * Respect: Granny, Caboodle and Me *(Week 4)* |
| Senior Infants | * Cooperation: Class Jobs *(Week 1)* * Cooperation: Cooperative Games *(Week 2)* * Respect: Healthy Living, Happy Living *(Week 3)* * Respect: We All Belong! *(Week 4)* |
| First Class | * Cooperation: Snakes and Ladders *(Week 1)* * Cooperation: First Day Stories  *(Week 2)* * Respect: Waste Not, Want Not *(Week 3)* * Respect: It’s Your Decision *(Week 4)* |
| Second Class | * Cooperation: The Bigger Picture *(Week 1)* * Cooperation: Where’s My Dinner? *(Week 2)* * Respect: One For You, Three For Me *(Week 3)* * Respect: Do Your Best *(Week 4)* |
| Third class | * Life Off Human rights resource Book * Units 1-5 * Who we are * What are our Rights * Rights and Responsibilities * Rights in Conflict * Convention of Rights of Child |
| Fourth class | * Life Off Human rights resource Book * Units 6-10 * All equal * Refugees, Home is where the heart is * Perspective: Many sides to one story * Human Rights Promoters * Working for Human rights |
| Fifth class | * Me, You, Everyone resource Book (Pamela has book) * Units 1-4 * Idnetity * Me and You * Universal Declaration of Human Rights * responsibility |
| Sixth class | * Me, you, everyone Resource Book * Units 5-9 * Gender * Valuing Difference * Child Labour * Conflict & Dialogue * Children’s rights Promoters and Defenders |

**NOVEMBER**

**Moral and Spiritual**

Core Value: Honesty

A nice resource:

Learning Objectives

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| --- | --- |
| Junior and Senior Infants | *Exploring Moral Development*  The child shall be enabled to …   * develop and create awareness of core values * explore his/her identity and individuality through discussion and projects related to the discovery of a sense of self   *Cultivating Spiritual Growth*  The child shall be enabled to …   * develop a sense of wonder in his/her world through play, stories, poems and art and from observations of beauty in the natural world |
| First and Second Classes | *Exploring Moral Development*  The child shall be enabled to …   * discuss and discover times when he/she has shown these core values and draw and write about these events * read stories and poems illustrating these core values   *Cultivating Spiritual Growth*  The child shall be enabled to …   * continue to cultivate stillness through specific activities such as visualisation exercises, quity time and the provision of a quiet corner or an outdoor quiet space |
| Third Class | *Exploring Moral Development*  The child shall be enabled to …   * begin to apply moral principles, insights and reasoning to decision making   *Cultivating Spiritual Growth*  The child shall be enabled to …   * understand and be sensitive to how these life experiences can impact in a range of different ways on individuals |
| Fourth Class | ***Exploring Moral Development***  ***The child shall be enabled to…***   * Begin to apply moral principles, insights, and reasoning to decision making   *Cultivating Spiritual Growth*  The child shall be enabled to …   * understand and be sensitive to how these life experiences can impact in a range of different ways on individuals |
| Fifth Class | ***Exploring Moral Development***  ***The child shall be enabled to..***   * Explore lived values in his/her life and develop these values through the development of a personal values charter   ***Cultivating Spiritual Growth***  ***The child shall be enabled to..***   * Understand the tradition of meditation as a key aspect of spiritual development |
| Sixth Class | ***Exploring Moral Development***  ***The child shall be enabled to..***   * Explore lived values in his/her life and develop these values through the development of a personal values charter   ***Cultivating Spiritual Growth***  ***The child shall be enabled to..***   * Understand the tradition of meditation as a key aspect of spiritual development |

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|  | Learning Activities |
| Whole School *(Week 1)* | * Display poster and discuss what the statements mean * Discuss how we can show honesty: [honesty in sign language](https://www.signingsavvy.com/sign/HONEST/3617/1) * Discuss what honesty means for everyone * Song: [Honesty](https://www.youtube.com/watch?v=hNq1G92lZmA) |
| Junior Infants | * Book: Ruthie and the not so Teeny tiny lie(*Week 2)* * Draw a picture of a time you showed honesty *(Week 3)* * [Guided Meditation](https://www.youtube.com/watch?v=U9Q6FKF12Qs)  (*Week 4)* |
| Senior Infants | * Book: The Boy Who Cried Wolf *(Week 2)* * Activity: [This is me showing respect](https://www.teacherspayteachers.com/FreeDownload/Character-Education-Respect-Activity-Pack-1476820) *(Week 3)* * [Guided Meditation](https://www.youtube.com/watch?v=GbtxDsAp6O0) *(Week 4)* |
| 1st Class | * Book: Being Frank *(Week 2)* * Honesty Acrostic Poem *(Week 3)* * [Guided Meditation](https://www.youtube.com/watch?v=SKCcXsIDwMU) *(Week 4)* |
| 2nd Class | * Book: The True Story of the Three Little Pigs *(Week 2)* * Honesty Wordle *(Week 3)* * [Guided Meditation](https://www.youtube.com/watch?v=02E1468SdHg)  *(Week 4)* |
| 3rd Class | * Book: The Empty Pot * [Literacy Lesson](about:blank) * [The empty pot activities](about:blank) |
| 4th Class | * Book: The Honest to goodness truth * [Lesson Ideas](about:blank) * Draw a picture of what honesty means to you |
| `5th Class | * Book: Dessert First * Draw a picture of a time you showed Honesty |
| 6th Class | * Book: Winners take all * [Novel Study](http://www.fredbowen.com/attachments/GuidedNovelStudybyBSpencer.pdf) * [Writing prompts](http://www.fredbowen.com/attachments/WritingPromptsWTA.pdf) * Draw a picture of what Honesty means to you |

**Ethics and the Environment**

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| Junior and Senior Infants | *Knowledge and Awareness of Environmental Issues*  The child shall be enabled to …   * develop an awareness of the amazing order and design of his/her environment   *Activation of Responsibility and Stewardship*  The child shall be enabled to …   * plant bulbs and seeds and watch them grow in order to develop a sense of awe and wonder in new life |
| First and Second Classes | *Activation of Stewardship and Responsibility*  The child shall be enabled to …   * plant bulbs and seeds and watch them grow in order to develop a sense of awe and wonder in new life |
| Third Class and Fourth | *Activation of Stewardship and Responsibility*  The child shall be enabled to …   * discover ways to move towards an environmentally friendly lifestyle such as turning off lights, reducing the amount of water used, recycling paper in the classroom and home |
| Fifth and Sixth Classes | Activation of Responsibility and Stewardship  The child shall be enabled to..   * Discover ways to move towards an environmentally friendly lifestyle such as turning off lights, reducing the amount of water used, recycling paper in the classroom and home |

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|  | **Learning Activities** |
| Junior  Infants | * Planting *(Week 1)* * Integration with Science Week *(Week 2)* * Trocaire Resources: Make every drop count *activity 1* (*Week 3)* * [Trocaire Resources](https://www.trocaire.org/sites/default/files/education/lent2014/resource-pack-primary-schools.pdf) * [Recycling Poem](https://www.tes.com/lessons/KdT6zRo6_Yf3rA/copy-of-recycling-poems)  *(Week 4)* |
| Senior  Infants | * Planting *(Week 1)* * Integration with Science Week *(Week 2)* * Trocaire Resources: Make every drop count *activity 2 (Week 3)* * [trocaire Resources](https://www.trocaire.org/sites/default/files/education/lent2014/resource-pack-primary-schools.pdf) * [Recycling Poem](https://www.tes.com/lessons/KdT6zRo6_Yf3rA/copy-of-recycling-poems)  *(Week 4)* |
| First Class | * Planting *(Week 1)* * Integration with Science Week *(Week 2)* * Trocaire Resources: Make every drop count *activity 3 (Week 3)* * [Trócaire resources](https://www.trocaire.org/sites/default/files/education/lent2014/resource-pack-primary-schools.pdf) * [Recycling Poem](https://www.tes.com/lessons/KdT6zRo6_Yf3rA/copy-of-recycling-poems)  *(Week 4)* |
| Second Class | * Planting *(Week 1)* * Integration with Science Week *(Week 2)* * Trocaire Resources: Make every drop count *activity 4 (Week 3)* * [Trócaire Resources](https://www.trocaire.org/sites/default/files/education/lent2014/resource-pack-primary-schools.pdf) * [Recycling Poem](https://www.tes.com/lessons/KdT6zRo6_Yf3rA/copy-of-recycling-poems)  *(Week 4)* |
| Third Class | * Planting *(Week 1)* * Integration with Science Week *(Week 2)* * Trocaire Resources: Make every drop count *upper primary lesson 1 ( Local use of Water)* * [Trócaire Resources](https://www.trocaire.org/sites/default/files/education/lent2014/resource-pack-primary-schools.pdf) * [Recycling Poem](https://www.tes.com/lessons/KdT6zRo6_Yf3rA/copy-of-recycling-poems)  *(Week 4)* |
| Fourth Class | * Planting * Trócaire Resources: Make every drop count *upper primary lesson 1(Local use of Water)* * [Trócaire resource](https://www.trocaire.org/sites/default/files/education/lent2014/resource-pack-primary-schools.pdf) |
| Fifth Class | * Planting * Trócaire Resources Make every drop count *upper primary lesson 2(Global use of Water)* * [Trocaire Resources](https://www.trocaire.org/sites/default/files/education/lent2014/resource-pack-primary-schools.pdf) |
| Sixth Class | * Planting * Trócaire resources: Make every drop count *upper primary lesson 2(Global use of Water)* * [Trócaire Resources](https://www.trocaire.org/sites/default/files/education/lent2014/resource-pack-primary-schools.pdf) |

**Equality and Justice**

*Learning Objectives*

|  |  |
| --- | --- |
| Junior and Senior Infants | *Exploring Human Rights*   * explore the concept of the reciprocity of rights through recognition of the importance of each individual in the class   *Promoting Equality*   * explore, identify and talk about concepts such as sharing, fairness, respect and empathy   *Activating Equality through Positive Action*   * share within his/her own setting |
| First and Second Class | *Promoting Equality*   * become aware of and appreciate diversity in the school   *Activating Equality through Positive Action*   * share within his/her own setting |
| Third Class | *Promoting Equality*   * begin to explore the concept of discrimination and prejudice   *Exploring the Democratic Process*   * avail of opportunities to become involved democratically |
| Fourth Class | **Exploring the Democratic Process**   * participate in a democratic process   **Activating Equality through Positive Action**   * develop an anti-racist charter |
| Fifth Class | **Exploring Human Rights**   * understand that in addition to basic rights there are also:   - 2 *participation rights* such as freedom to express an opinion, freedom to join an association and to gather together peacefully  **Exploring the Democratic Process**   * participate in a democratic process   **Activating Equality through Positive Action**   * develop an anti-racist charter |
| Sixth Class | **Exploring Human Rights**   * understand that in addition to basic rights there are also:   - 2 *participation rights* such as freedom to express an opinion, freedom to join an association and to gather together peacefully  **Exploring the Democratic Process**   * participate in a democratic process   **Activating Equality through Positive Action**   * develop an anti-racist charter |

*\*Note: As our core value is honesty, lessons from the right start will focus on honest communication*

***Grandparents Day:*** *The classes from Juniors to 3rd are encouraged to host a grandparents day ( Invite grandparents for tea and cake, to speak to the class, to talk about school when they were small or in their country etc. The children from 4th to 6th will help with preparations etc.*

Learning Activities: All lessons are taken from the Right Start which is available on Google Drive

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| Junior Infants | * Name Clapping Game *(Week 1)* * Through the Keyhole *(Week 2)* * One at a Time!  *(Week 3)* * **Grandparents Day** |
| Senior Infants | * Swap Seats If You Like *(Week 1)* * I like, you like *(Week 2)* * Mushy Peas? Yes Please! *(Week 3)* * **Grandparents Day** |
| First Class | * Listening Friends *(Week 1)* * Communicating Feelings?  *(Week 2)* * Listen and Colour *(Week 3)* * I See Things Differently *(Week 4)* * **Grandparents Day** |
| Second Class | * Say What You See *(Week 1)* * Sounds Like, Looks Like *(Week 2)* * It’s Urgent *(Week 3)* * Where Are Names From? *(Week 4)* * Felas Story  and associated activities found in link below * [Human rights stories for children](https://www.amnesty.ie/wp-content/uploads/2016/07/Human-Rights-Stories.pdf) * **Grandparents Day** |
| Third Class | * [Racism is wrong video](https://www.youtube.com/watch?v=7ngu7L4Vlrw) * Create posters to show we are a Racist free school * Maria’s Story * [Human rights stories for children](https://www.amnesty.ie/wp-content/uploads/2016/07/Human-Rights-Stories.pdf) * **Grandparents Day** |
| Fourth Class | * Bobo’s story * [Human rights stories for children](https://www.amnesty.ie/wp-content/uploads/2016/07/Human-Rights-Stories.pdf) * Project on Nigeria [Think and Act](http://www.thinkandact.ie/wp-content/uploads/2012/03/country-focus1.pdf) * Create posters to show we are a Racist free school * **Helping with grandparents day in a younger class** |
| Fifth Class | * Ishmels story * [Human rights stories for children](https://www.amnesty.ie/wp-content/uploads/2016/07/Human-Rights-Stories.pdf) * Project on Schools [Think & Act](http://www.thinkandact.ie/wp-content/uploads/2012/03/schools.pdf) * **Helping with grandparents day in a younger class** |
| Sixth Class | * Farai’s story * [Human rights stories for children](https://www.amnesty.ie/wp-content/uploads/2016/07/Human-Rights-Stories.pdf) * Homophobic bullying * [Stand up viceo](https://www.youtube.com/watch?v=lrJxqvalFxM) * Create posters to show we are welcoming to all * **Helping with grandparents day in a younger class** |

**Belief Systems: Non-Beliefs**

|  |  |
| --- | --- |
| Junior Infants | *Beliefs and Values*  The child shall be enabled to …   * understand how caring and sharing are important in our lives * share stories about feelings such as love, kindness and forgiveness * talk about rules and why they are important |
| Senior Infants | *Beliefs and Values*  The child shall be enabled to …   * understand how caring and sharing are important in our lives * share stories about feelings such as love, kindness and forgiveness * talk about rules and why they are important |
| First Class | *Beliefs and Values*  The child shall be enabled to …   * understand how caring and sharing are important in our lives * share stories about feelings such as love, kindness and forgiveness * talk about rules and why they are important   *Celebrations*  The child shall be enabled to …   * look at how different festivals are celebrated * examine the art and music associated with the celebration of these festivals * categorise and distinguish between festivals e.g. festivals of light and festivals of darkness |
| Second Class | *Beliefs and Values*  The child shall be enabled to …   * recognise examples of religious observances such as fasting, ablutions, meditation and prayer * share experiences of special occasions and observances in his/her own life which are associated with ritual * understand that religious observance are related to each faith system |
| Third Class | *Beliefs and Values*  The child shall be enabled to …   * identify that there are key values associated with a range of religious codes of conduct * examine how these codes of conduct impact on how people behave |
| Fourth Class | *Beliefs and Values*  The child shall be enabled to …   * identify that there are key values associated with a range of religious codes of conduct * examine how these codes of conduct impact on how people behave |
| Fifth Class | *Beliefs and Values*  The child shall be enabled to …   * identify that there are key values associated with a range of religious codes of conduct * examine how these codes of conduct impact on how people behave |
| Sixth Class | *Beliefs and Values*  The child shall be enabled to …   * identify that there are key values associated with a range of religious codes of conduct * examine how these codes of conduct impact on how people behave |

|  |  |
| --- | --- |
| Junior Infants | * Class Discussion: Non-beliefs *(Week 1)* * P4C: Should we always tell the truth? *(Week 2)* * P4C: Which is more important, being right or being nice? *(Week 3)* * P4C: Do you think toys come alive when you leave the room? *(Week 4)* * [PC4 Website](https://p4c.com/) * Humanism lessons * [Humanism lesson outline](http://what-is-humanism-5-7-lesson.docx/) * [Humanism powerpoint](http://what-is-humanism-5-7-presentation.pptx/) * [Happy Human template](about:blank) |
| Senior Infants | * P4C: Should we always tell the truth? *(Week 1)* * P4C: Is black a colour? *Week 2)* * P4C: What does the back of a rainbow look like? *(Week 3)* * P4C:  Is soup a food or a drink? *(Week 4)* * [P4C Website](https://p4c.com/) * Humanism Lessons * [Humanism Lesson outline](http://what-is-humanism-5-7-lesson.docx/) * [Humanism Powerpoint](http://what-is-humanism-5-7-presentation.pptx/) * [Happy Human template to colour](about:blank) |
| First Class | * Lessons on Humanism * Lesson 1: What is Humanism * Lesson 2: The Humanist Logo * Lesson 3: Each person is special * Lesson 4: Each person is unique * Lesson 5: Using Senses to Figure things out * [Humanism for 1st 2nd](https://www.educatetogether.ie/sites/default/files/humanism_lessons_1st_class_2nd_class.pdf) * [Happy Human Template](about:blank) |
| Second Class | * Lessons on Humanism * **2nd class can carry out any of the 1st class activities also as they may not be familiar with them** * Lesson 1: The importance of questions * Lesson 2: make the Most of being alive * Lesson 3: Celebrations * Lesson 4: Humanist naming ceremonies * Lesson 5: Be Kind and Fair * [Humanism lessons 1st & 2nd](https://www.educatetogether.ie/sites/default/files/humanism_lessons_1st_class_2nd_class.pdf) * [Happy Human template](about:blank) |
| Third Class | * 3rdclass can carry out any lessons from 1st and 2nd class resources as the children may not be familiar with the content. * Lesson 1: using senses to find things out * Lesson 2: making Sense of the world in different ways * Lesson 3: it’s Important to ask Questions * Lesson 4: it’s Important to ask Questions (part 2) * Lesson 5: Take Care of the Environment * [Lessons on Humanism 3rd & 4th](https://www.educatetogether.ie/sites/default/files/humanism_lessons_3rd_class_4th_class.pdf) * [Happy Human template](about:blank) |
| Fourth Class | * 4th class can carry out any lessons from 1st 2nd and 3rd class resources as the children may not be familiar with the content. * Lesson 6: respect the Environment * Lesson 7: Family & Friends * Lesson 8: Humanist Cermonies * Lesson 9: The Amsterdam Declaration * Lesson 10:  The Amsterdam Declaration (part 2) * [Lessons on Humanism 3rd & 4th](https://www.educatetogether.ie/sites/default/files/humanism_lessons_3rd_class_4th_class.pdf) * [Happy Human Template](about:blank) |
| Fifth Class | * [What is Humanism](http://what-is-humanism-7-11-lesson-1.docx/) * [Humanis  Powerpoint](http://what-is-humanism-7-11-presentation.pptx/) * [Happy Human template](about:blank) |
| Sixth Class | * [Humanism Lesson plan](about:blank) * [Humanism Powerpoint](about:blank) * [Happy Human template](about:blank) |

**DECEMBER**

**Moral and Spiritual**

Strands:

* Cultivating Spiritual Growth
* Exploring Moral Development

Core Value: Peace

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| --- | --- |
|  | Learning Activities |
| Whole School | * Display poster and discuss what the statements mean * Discuss how we can show peace to one another (peace sign) * Song: [A Song of Peace](https://www.youtube.com/watch?v=mxidrVmwznU) *(Week 1)* |
| Junior and Senior Infants | * Book: Can You Say Peace? *(Week 2)* * Draw a picture of what peace looks like *(Week 3)* |
| 1st and 2nd Class | * Book: The Peace Book *(Week 2)* * Draw a picture of how they can show peace *(Week 3)* |
| 3rd and 4th Class | * Book: What does Peace look like? *(Week 2)* * Peace: Acrostic Poem *(Week 3)* |

**Ethics and the Environment**

Strands:

* Knowledge and awareness of environmental issues
* Activations of stewardship and responsibility

|  |  |
| --- | --- |
|  | **Learning Activities** |
| **Whole School** | * Listen and respond to the song ‘[Good Garbage](https://www.youtube.com/watch?v=GXSBHlLdboQ) *(Week 1)* * Green Class Charter: Devise and discuss (Week 2) * Winter-themed Art made from recyclables (Week 3) |

**Equality and Justice**

|  |  |
| --- | --- |
|  | **Learning Activities** |
| Whole School  **Human Rights Month** | * Discuss one right each week * They can be found in a Powerpoint on the Google Drive in Resources – Learn Tog – Human Rights Ed – Human Rights PPT      1. Week 1 - All different, all equal 2. Week 2 - Doing what’s best for children 3. Week 3 - Having a say 4. Week 4 – Food |
| Junior and Senior | * Choose one lesson from theme Empathy in ‘The Right Start’ * This can be found on Google Drive – Resources – Learn Tog – Human Rights or in the Daffodil Room * Suggestions for infants are ‘From Where I’m Sitting’, ‘I’m Sad Too’ and ‘Character Building’ |
| First and Second Class | Famous Figures   * Learn about Rosa Parks and the importance of the Montgomery Bus Boycott for human rights * Good resources   + [http://www.worldbookonline.com/kids/home#search/rosa parks](http://www.worldbookonline.com/kids/home#search/rosa%20parks)   + <https://www.dkfindout.com/uk/history/us-civil-rights/rosa-parks/> |
| Second Class | The Right Start   * Choose one lesson from Theme Empathy in ‘The Right Start’ * This can be found on Google Drive – Resources – Learn Tog – Human Rights or in the Daffodil Room * Suggested lessons for first class are ‘Character Building’ or ‘Not Now!’ |
| Third and Fourth Class | Famous Figures   * Learn about Mahatma Gandhi and his peaceful approach to fighting for freedom in India. * Good resources   + <https://www.dkfindout.com/uk/history/modern-india/indian-independence/>   + <http://www.worldbookonline.com/kids/home#article/ar830707> |

**Belief Systems**

Strands:

* Beliefs and Values
* Celebrations

|  |  |
| --- | --- |
|  | Learning Activities |
| Junior and Senior Infants | * Listen and respond to stories about Hanukkah *(Week 1)* * Look at, examine and discuss items relating to Hanukkah *(Week 2)* * Colour a Menorah (*Week 3)* |
| 1st Class | * Look at, examine and discuss items relating to Hanukkah *(Week 1)* * Listen to and retell stories about Hanukkah *(Week 2)* * Match Hanukkah words to pictures and colour (*Week 3)* |
| 2nd Class | * Listen and respond to stories about the origins of Hanukkah *(Week 1)* * Retell the story of Hanukkah through drama *(Week 2)* * Dreidel net paper template (*Week 3)* |
| 3rd and 4th Class | * KWL Hanukkah (write up sheet) *(Week 1,2 and 3)* * Listen and retell stories about the origins of Hanukkah (*Week 1)* * Compare and contrast Hanukkah to other celebrations *(Week 2)* * Hanukkah acrostic poem *(Week 3)* |

**JANUARY**

**Moral and Spiritual**

Core Value: Happiness

A nice resource: [A to Z of Happiness](http://news.bbc.co.uk/local/leicester/hi/people_and_places/arts_and_culture/newsid_8258000/8258962.stm)

Learning Objectives

|  |  |
| --- | --- |
| Junior and Senior Infants | *Exploring Moral Development*  The child shall be enabled to …   * explore the many day-to-day incidents which occur in the classroom and school yard to heighten his/her moral awareness and to develop empathy * develop and create awareness of core values     *Cultivating Spiritual Growth*  The child shall be enabled to …   * begin the process of self-reflection on his/her own feelings and emotions |
| First and Second Classes | *Exploring Moral Development*  The child shall be enabled to …   * discuss and discover times when he/she has shown core values and draw and write about these events. Read stories and poems illustrating these core values * Identify and understand active feelings – anger, disappointment, isolation, frustration and jealousy and be supported in addressing them in an appropriate manner   *Cultivating Spiritual Growth*  The child shall be enabled to …   * Continue the process of self-reflection on feelings and experiences through stories, poems and music that stimulate this reflection |

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| --- | --- |
|  | Learning Activities |
| Whole School *(Week 1)* | * Display poster and discuss what the statements mean * Discuss how we can show happiness ([happy in Irish sign language](http://www.learnirishsignlanguage.ie/emotions.html)) * Discuss what happiness means to each of us * Song: [Happy](https://www.youtube.com/watch?v=PGJX9tutZEA) |
| Junior Infants | * Book: At the End of the Rainbow *(Week 2)* * Draw a picture of what happiness looks like *(Week 3)* * Guided Meditation: [The Butterfly](https://www.youtube.com/watch?v=_mX4JBBIcBk) (*Week 4)* |
| Senior Infants | * Book: The Jar of Happiness *(Week 2)* * [Fill a jar with happiness](http://sweetlyscrappedart.blogspot.ie/2011/07/mason-jar-i-love-mason-jars-free.html)activity sheet *(Week 3)* * Guided Meditation: [Rainbow Waterfall](https://www.youtube.com/watch?v=hh58j2Yw6dg) *(Week 4)* |
| 1st Class | * Book: Have You Filled A Bucket Today? *(Week 2)* * [I Filled a Bucket Today](https://drive.google.com/file/d/0BwGbiMSrw4wcX2JENzU3YmJMSXM/preview?pli=1) activity sheet *(Week 3)* * Guided Meditation: [Bucket of Kindness](http://www.greenchildmagazine.com/wp-content/uploads/2017/06/GCM-Guided-Relaxation-Bucket-Kindness.pdf) *(Week 4)* |
| 2nd Class | * Book: The Three Questions *(Week 2)* * [Happiness Journal](https://www.twinkl.co.uk/resource/roi-p-1-my-happiness-journal-junior-activity-booklet) *(Week 3)* * Guided Meditation: [Cosy Castle](http://www.greenchildmagazine.com/wp-content/uploads/2014/07/GCM-Guided-Relaxation-Cozy-Castle.pdf) |

**Ethics and the Environment**

|  |  |
| --- | --- |
| Junior and Senior Infants | *Activation of Stewardship and Responsibility*  The child shall be enabled to …   * take responsibility for stewardship of the school environment through responsible disposal of litter   *Knowledge and Awareness of Environmental Issues*  The child shall be enabled to …   * Develop an awareness of the amazing order and design of his/her environment |
| First and Second Classes | *Activation of Stewardship and Responsibility*  The child shall be enabled to …   * take responsibility for stewardship of the school environment through responsible disposal of litter   *Knowledge and Awareness of Environmental Issues*  The child shall be enabled to …   * develop an awareness and understanding of the need to reduce waste and reuse and recycle materials to benefit the environment |

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| --- | --- |
|  | **Learning Activities** |
| **Whole School** | * Listen, discuss and respond to the song ‘[With my own two hands](about:blank)’ *(Week 1)* * Listen and respond to [I can be a hummingbird](https://www.youtube.com/watch?v=-btl654R_pY). Whole class circle on the importance of responsible disposal of litter *(Week 2)* * Listen and respond to [No. 6: Recycling Song](http://www.teachjunkie.com/language-arts/spring-poems-for-children/) *(Week 3)* * Whole class discussion: we have a responsibility to ourselves as well as our environment. Looking after our environment is looking after ourselves! *(Week 4)* |

**Equality and Justice**

*Learning Objectives*

|  |  |
| --- | --- |
| Junior Infants | ***Exploring Human Rights***   * develop the concept of justice, responsibility and empathy through a discussion of issues such as “Why share?”, “Why be sorry?”, “Why be kind to each other?” |
| Senior Infants | ***Promoting Equality***   * explore stories about people who have made a difference and brought about  a fairer world. |
| First and Second Classes | ***Exploring the Democratic Process***   * have opportunities to articulate his/her own attitudes, experiences and values * develop decision making, co-operation and negotiation skills * participate in the life of the school e.g. through having a voice on the Student Council |

Learning Activities

|  |  |
| --- | --- |
| Whole School | Student Council   * The school council are beginning work on making our school a Palm Oil free School, promoting Fair trade |
| Junior and Senior Infants | ‘Not Now’   * Lesson from theme Empathy in ‘The Right Start’ * This can be found on Google Drive – Resources * Read the story ‘Not Now Bernard’ and discuss * <https://www.youtube.com/watch?v=r8TpSVkMTcM> * Choose one more lesson to promote positive mental health – ‘Character Building’ gives examples of how to teach emotions with puppets (Sad Sylvie, Happy Heidi, Angry Ali, Nervous Ned’ |
| First and Second Class | Martin Luther King   * Martin Luther King Day is the 15th January * <https://www.dkfindout.com/uk/history/us-civil-rights/dr-martin-luther-king-jr/> * <http://www.worldbookonline.com/kids/home#article/ar830951> * Learn some facts about Martin Luther King Junior |
| Third and Fourth Class | Learn about the Ombudsman through ‘The Big Ballot’   * <https://www.oco.ie/wp-content/uploads/2014/03/1st-2nd-Class.pdf> * Pages 9-12 are an introduction to what the Ombudsman does * If you would like to extend on this page 39-42 has a lesson in which the children have to have a vote which can be sent to the Ombudsman |
| Fifth and Sixth Class | Learn about the Ombudsman through ‘The Big Ballot’   * <https://www.oco.ie/wp-content/uploads/2014/03/1st-2nd-Class.pdf> * Pages 9-12 are an introduction to what the Ombudsman does * If you would like to extend on this page 39-42 has a lesson in which the children have to have a vote which can be sent to the Ombudsman |

**FEBRUARY**

**Moral and Spiritual**

Core Value: Love

Learning Objectives

|  |  |
| --- | --- |
| Junior and Senior Infants | *Exploring Moral Development*  The child shall be enabled to …   * Foster the development of peaceful co-operative social skills, through stories, songs, games and movement * develop and create awareness of core values     *Cultivating Spiritual Growth*  The child shall be enabled to …   * Develop his/her meditative spirit through the provision of opportunities for silence and reflection |
| First and Second Classes | *Exploring Moral Development*  The child shall be enabled to …   * Explore values and codes of behaviour in a school community through discussion, playing together and learning together, within a classroom charter which reflects the values and codes of the school   *Cultivating Spiritual Growth*  The child shall be enabled to …   * Continue the process of self-reflection on feelings and experiences through stories, poems and music that stimulate this reflection |
| Third and fourth classes | *Exploring Moral Development*  Begin an exploration of the concept of conscience through scenarios, role play, drama and school based events.  *Cultivating Spiritual Growth*  Understand and be sensitive to how these life experiences can impact in a range of different ways on individuals |
| Fifth and sixth classes | *Exploring Moral Development*  Further develop the ability to critically question and make informed decisions  *Cultivating Spiritual Growth*  Identify and examine his/her personal views and insights |

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| --- | --- |
|  | Learning Activities |
| Whole School *(Week 1)* | * Display poster and discuss what the statements mean * Discuss how we can show love ([love in sign language](http://lifeprint.com/asl101/pages-signs/l/love.htm)) * Discuss what love means to each of us, how we can show love and how others show love to us * Song: What I am (video [here](https://www.youtube.com/watch?v=cyVzjoj96vs) and lyric video [here](https://www.youtube.com/watch?v=u8Vd2UHBbjA)) |
| Junior Infants | * Book: The Big Book of Love * Love Activity Sheet * Guided Meditation: [love and kindness](https://www.youtube.com/watch?v=-9_ZHnltMe0) |
| Senior Infants | * Book: Love is you and me * Who Loves Me? activity sheet * Guided Meditation: [Loving Kindness Meditation](https://www.youtube.com/watch?v=JiWHtmwyp-8) |
| 1st Class | * Book: How do Dinosaurs Say I Love You? * Love acrostic poem * Guided Meditation: [Just like me: loving kindness compassion meditation](https://www.youtube.com/watch?v=xlNLIstIl1Y) |
| 2nd Class | * Book: Consider Love * Love Wordle – what love means to me * Guided Meditation: [Kindness - guided meditation](https://www.youtube.com/watch?v=z7EKI4G_bG0) |
| 3rd Class | * Book: I love you the Purplest by Barbara M. Joosse * Activities [Literacy Link for book](http://www.bookitprogram.com/redzone/readanddo/mothers/ILoveYouThePurplest.ai.pdf) |
| 4th Class | * Book: Mamma do you love me by Barbara M. Joosse * 5 day Self Love challenge from Big Life Journal (In Google Drive) |
| 5th Class | * Book: Somebody loves you Mr. Hatch by: Eileen Spinelli * 5 day Self Love challenge from Big Life Journal (In Google Drive) |
| 6th class | * Book: Love By Loren Long * 5 day Self Love challenge from Big Life Journal (In Google Drive) |

**Ethics and the Environment**

|  |  |
| --- | --- |
| Junior and Senior Infants | *Activation of Stewardship and Responsibility*  The child shall be enabled to …   * take responsibility for stewardship of the school environment through responsible disposal of litter   *Knowledge and Awareness of Environmental Issues*  The child shall be enabled to …   * Develop a sense of awe and wonder in nature through stories, poetry, nature walks, nature table and exploring the natural cycles of life |
| First and Second Classes | *Activation of Stewardship and Responsibility*  The child shall be enabled to …   * take responsibility for stewardship of the school environment through responsible disposal of litter   *Knowledge and Awareness of Environmental Issues*  The child shall be enabled to …   * develop an awareness and understanding of the need to reduce waste and reuse and recycle materials to benefit the environment |
| Third and Fourth Classes | Activation of Responsibility and Stewardship  Participate in an environmental project e.g. Green School Project of Environmental Audit of the school |
| Fifth and Sixth Classes | Activation of Responsibility and Stewardship  Participate in an environmental project e.g. Green School Project of Environmental Audit of the school |

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| --- | --- |
|  | **Learning Activities** |
| **Whole School** | * Design your own recycling poster *(Week 1) (infants can draw a picture of themselves recycling if that’s easier!)* * Listen and respond to a [recycling poem](http://just4teachers.blogspot.ie/p/catx-poems-4-treasures.html)  *(Week 3)* * STEM Activities based around using recycled materials: (*Week 4 – integrated with Engineers’ Week)*   **-** Junior Infants: [How strong is a piece of recycled paper?](http://creeksidelearning.com/stem-activities-for-kids-how-strong-is-a-piece-of-paper/)  **-** Senior Infants: [Egg Carton Building Blocks - build a bridge](https://thepinterestedparent.com/2016/08/egg-carton-building-blocks/)  **-**  First Class: [Egg Drop Challenge with recycled materials](https://buggyandbuddy.com/stem-kids-egg-drop-project/)  **-** Second Class: [Recycled Rollercoasters](http://teachoutsidethebox.com/2017/04/best-stem-challenge-ever/)  **-**Third Class: [Marble Run](https://littlebinsforlittlehands.com/cardboard-tube-marble-run-building-activity-for-kids/)  **-**Fourth Class: [Recycled Simple Machine](https://littlebinsforlittlehands.com/build-a-winch-simple-machine-recycled-stem-activity/)  -Fifth Class: [Build a Bridge](https://inspirationlaboratories.com/challenge-and-discover-build-a-bridge/)  -Sixth Class: [Recycled Juice Box Car](https://www.hellowonderful.co/post/MAKE-A-BALLOON-POWERED-RECYCLED-JUICE-BOX-CAR/)  The idea would be that the children bring in the recycled materials for the STEM challenges themselves so remind them the week before to get a good haul!  Obviously if you have other STEM challenge ideas feel free to use them the above are just a few ideas |

**Equality and Justice**

*Learning Objectives*

|  |  |
| --- | --- |
| Junior Infants | ***Exploring Human Rights***   * develop the concept of justice, responsibility and empathy through a discussion of issues such as “Why share?”, “Why be sorry?”, “Why be kind to each other?” |
| Senior Infants | ***Promoting Equality***   * explore stories about people who have made a difference and brought about  a fairer world. |
| First and Second Classes | ***Exploring the Democratic Process***   * have opportunities to articulate his/her own attitudes, experiences and values * develop decision making, co-operation and negotiation skills * participate in the life of the school e.g. through having a voice on the Student Council |
| Third and Fourth Classes | **Exploring Human Rights**   * understand that sometimes rights can be in conflict and that certain skills are required to resolve conflict in these situations.   **Exploring the Democratic Process**   * engage with local issues such as the provision of facilities for the children of the locality   **Activating Equality through Positive Action**   * discuss, analyse and debate controversial issues at both local and global level |
| Fifth and Sixth Classes | **Promoting Equality**   * explore an issue in depth such as homelessness, poverty etc. * critically evaluate media coverage of equality and justice issues   **Exploring the Democratic Process**   * engage with local issues such as the provision of facilities for the children of the locality   **Activating Equality through Positive Action**   * discuss, analyse and debate controversial issues at both local and global level |

Learning Activities

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| --- | --- |
| Whole School | * Learn about a Student Council * Talk about Student Councils Suggestion Box - Student Counsellors will bring the box to the classroom with a question open for suggestions |
| Junior Infants | * Show video ‘The Neighbourhood Votes and The Class Votes’ * <https://www.youtube.com/watch?v=776IuNqepwk> * Hold a mock election for a class activity eg Golden Time activity |
| Senior Infants | * Read story ‘Amelia Bedelia’s First Vote’ - <https://www.youtube.com/watch?v=21_twg4jLiA> * Hold a mock election for a class activity eg Golden Time activity |
| First Class | * Discuss the word ‘democracy’ and what it means - <https://www.dkfindout.com/uk/more-find-out/what-does-politician-do/what-is-democracy/> * Make a list of improvements they would like to see in the school and put in the suggestion box |
| Second Class | * Discuss Women’s voting rights and the suffrage movement - <http://www.worldbookonline.com/kids/home#article/ar834742> * Write about why it was unfair that women did not have the right to vote and read to the class or a partner |
| Third Class | * Study the Universal Declararion of Human Rights * Discrimination, Colour and Race * Creating a Human Rights environment- take the Survey/Quiz (On Google Drive) * Human Rights Topics PDF (Google Drive) |
| Fourth Class | * Study the Universal Declararion of Human Rights * Discrimination, Minority Group * Creating a Human Rights environment- take the Survey/Quiz (On Google Drive) * PDF (Google Drive) |
| Fifth Class | * Study the Universal Declararion of Human Rights * Discrimination, Disability * Creating a Human Rights environment- take the Survey/Quiz (On Google Drive) * PDF (Google Drive) |
| Sixth Class | * Study the Universal Declararion of Human Rights * Discrimination, Gender * Creating a Human Rights environment- take the Survey/Quiz (On Google Drive) * Look at Child Soldiers * PDF (Google Drive) |

**Belief Systems: Christianity**

|  |  |
| --- | --- |
| Junior and Senior Infants | *Key Figures*  The child shall be enabled to …   * become familiar with stories associated with key religious figures     *Rites and Ceremonies*  The child shall be enabled to …   * examine the foods associated with some belief systems   *Celebrations*  The child shall be enabled to …   * begin to explore festivals   *Beliefs and Values*  The child shall be enabled to …   * talk about rules and why they are important |
| First and Second Class | *Key Figures*  The child shall be enabled to …   * know that there are religious leaders who wear particular styles of dress and are known by particular titles     *Rites and Ceremonies*  The child shall be enabled to …   * become familiar with naming ceremonies across a range of belief systems   *Celebrations*  The child shall be enabled to …   * examine the art and music associated with the celebration of these festivals   *Beliefs and Values*  The child shall be enabled to …   * understand that religious observances are related to each faith systems |
| Third Class | **Rites and Ceremonies**   * categorise a variety of marriage and/or funeral rites      * examine the links between religious rites and ceremonies and their beginnings in           older traditions     * begin an exploration of the nature of pilgrimage and the link to older pagan traditions.   **Celebrations**   * research the diversity of traditions associated with specific festivals such   as the differing Easter celebrations around the world     * explore common links between these traditions. |
| Fourth Class | **Key Figures**   * identify the sacred writings associated with key religious figures      * know the stories associated with how these writings emerged      * understand the relevance of these writings in their various traditions   **Beliefs and Values**   * identify that there are key values associated with a range of religious codes of conduct      * examine how these codes of conduct impact on how people behave. |
| Fifth Class | **Rites and Ceremonies**   * learn about rites of passage across societies      * discuss the similarities and differences across the major belief systems in respect of ritual and ceremony and identify any common links between these rites      * continue the work on pilgrimages and identify common links across belief systems.   **Celebrations**   * listen to and experience the sound and music used by major religions to celebrate their faith      * look at and respond to the differing art forms associated with festivals      * present work in the form of an assembly or exhibition. |
| Sixth Class | **Key Figures**   * explore the concept of authority as exercised by religious leaders      * find out how these leaders are chosen      * identify any common features which may exist between religious leaders   **Beliefs and Values**   * explore the common links in any of a range of religious codes of conduct      * attempt to locate common values across the traditions      * explore at class level how these values can benefit society |

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|  | Learning Activities |
| Whole School | * Whole school celebration of Shrove Tuesday * All children who want can taste and decorate their own pancakes |
| Junior and   Senior Infants | * All about Pancake Day PPT * Pancake Day [activity sheet](https://www.twinkl.co.uk/resource/t-t-17323-pancake-day-colouring-sheets) |
| First and  Second Class | * Shrove Tuesday [powerpoint](https://www.twinkl.co.uk/resource/t-t-18323-shrove-tuesday-powerpoint) * Modelled writing: three sentences about Shrove Tuesday on [templates](https://www.twinkl.co.uk/resource/t-t-18323-shrove-tuesday-powerpoint) |
| Third and  Fourth Class | * Lent: KWL * Ash Wednesday [PPT](https://www.twinkl.co.uk/resource/t-t-26163-all-about-ash-wednesday-powerpoint) * Write three sentences about Ash Wednesday |
| Fifth and   Sixth Class | * Jesus in the Desert [PPT](https://www.twinkl.co.uk/resource/t-t-25644-lent-assembly-presentation) * Write a recount of the story of Jesus in the Desert |

**MARCH**

**Moral and Spiritual**

Core Value: Peace

Learning Objectives

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| Junior and Senior Infants | *Exploring Moral Development*  The child shall be enabled to …   * explore moral development through an exploration of family and its importance in his/her life * develop and create awareness of core values     *Cultivating Spiritual Growth*  The child shall be enabled to …   * develop a sense of wonder in his/her world through play, stories, poems and art and from observations of beauty in the natural world |
| First and Second Classes | *Exploring Moral Development*  The child shall be enabled to …   * explore the relevance of the values studied in the previous Junior and Senior Infants cycle and expand on these   *Cultivating Spiritual Growth*  The child shall be enabled to …   * reflect on the significance of his/her own personal experiences and/or an outdoor quiet space |
| Third and Fourth Classes | Exploring Moral Development:  The child shall be enabled to:  • deepen his/her understanding in relation to making personal and individual social  choices through discussion of right and wrong and recognition of what is appropriate behaviour  • begin an exploration of the concept of conscience through scenarios, role play, drama and school based events  Cultivating Spiritual growth:   * continue the search for understanding of his/her different life experiences, for example: birth of a sibling, arrival of a new pet, separation and loss |
| Fifth and Sixth Classes | Exploring Moral Development  The child shall be enabled to:  • examine the benefits of values in the wider community and look at the role of these values from a global perspective  • explore interpretations and shades of right and wrong through an exploration of controversial issues  • explore lived values in his/her life and develop these values through the development of a personal values charter  • relate this charter to current political, social and environmental issues  Cultivating Spiritual growth:   * understand the tradition of meditation as a key aspect of spiritual development * grow in self-knowledge through the provision of opportunities for meditation   and reflection. |

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|  | Learning Activities |
| Whole School *(Week 1)* | * Display poster and discuss what the statements mean * Discuss how we can show peace to one another (peace sign) * Song: [A Song of Peace](https://www.youtube.com/watch?v=mxidrVmwznU) *(Week 1)* |

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| Junior Infants | * Book: Can You Say Peace? By: Karen Katz * Draw a picture of what peace looks like |
| Senior Infants | * Book: The Peace Book *by: Todd Parr* * Draw a picture of how they can show peace |
| 1st Class | * Book: What does Peace look like? By: Vladimir Radunsky * Peace: Acrostic Poem |
| 2nd Class | * Book: The Story of Ferdinand *by: Munro Leaf* * Peace: Wordle |
| 3rd Class | * Book: I am Peace by: Susan Verde * Activity: [I am Peace Resource](about:blank) |
| 4th Class | * Book: Peace By: Wendy Anderson Halperin * Book is based on 6th Century poem [Poem](https://www.worldprayers.org/archive/prayers/meditations/if_there_is_to_be_peace.html) |
| 5th Class | * Book: Hiawatha & the Peacemaker By: Robbie Robertson * Discussion questions –differentiated notebook & trivia questions * [HiawathaandthePeacemakerDiscussionQuestionCards.pdf](about:blank) * [Hiawatha Interactive Notebook Differentiated Activities.pdf](about:blank) * [HiawathaandthePeacemakerTriviaQuestions.pdf](about:blank) |
| 6th Class | * A little Peace by: Barbara Kerley * [Teacher resource](http://www.barbarakerley.com/TRngs.html#TRPeace) |

**Ethics and the Environment**

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| Junior and Senior Infants | *Activation of Stewardship and Responsibility*  The child shall be enabled to …   * create something from recyclable materials that would benefit the environment   *Knowledge and Awareness of Environmental Issues*  The child shall be enabled to …   * grow in awareness of the cycle of life through the seasons, using examples from the school garden or the local parkland |
| First and Second Classes | *Activation of Stewardship and Responsibility*  The child shall be enabled to …   * create something from recyclable materials that would benefit the environment   *Knowledge and Awareness of Environmental Issues*  The child shall be enabled to …   * Develop a responsible ownership of the classroom and the school environment |
| Third and Fourth Classes | *Activation of Stewardship and Responsibility*  The child shall be enabled to …     * create a wildlife garden or wild flower patch   *Knowledge and Awareness of Environmental Issues*  The child shall be enabled to …   * explore how we can enhance our environment for future generations through energy conservation, tree planting, preservation of habitats |
| Fifth and Sixth Classes | *Activation of Stewardship and Responsibility*  The child shall be enabled to …  *Knowledge and Awareness of Environmental Issues*   * debate on environmental issues   The child shall be enabled to …   * become aware of the impact of air, water, waste and litter pollution on natural and   man-made environments |

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|  | Learning Activities  **Class Tree & Mini Beast**  **There is a file in Learn Together folder on Google Drive called trees it has resources for each class level on trees (Generic)** |
| Junior Infants | * Hazel- Butterfly |
| Senior Infants | * Holly Spider |
| First Class | * Guelder Rose- Woodlouse |
| Second Class | * Elder-Worm |
| Third Class | * Rowan-Ladybird |
| Fourth Class | * Oak-Butterfly |
| Fifth Class | * Hawthorn-Bee |
| Sixth Class | * Spindle & Alder-Wasp |

**Belief Systems: Hinduism**

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|  | Learning Objectives |
| Junior and Senior Infants | *Key Figures*  The child shall be enabled to …   * become familiar with stories associated with key religious figures     *Rites and Ceremonies*  The child shall be enabled to …   * examine the foods associated with some belief systems   *Celebrations*  The child shall be enabled to …   * begin to explore festivals   *Beliefs and Values*  The child shall be enabled to …   * talk about rules and why they are important |
| First Class | *Key Figures*  The child shall be enabled to …   * know that there are religious leaders who wear particular styles of dress and are known by particular titles     *Rites and Ceremonies*  The child shall be enabled to …   * become familiar with naming ceremonies across a range of belief systems   *Celebrations*  The child shall be enabled to …   * examine the art and music associated with the celebration of these festivals   *Beliefs and Values*  The child shall be enabled to …  understand that religious observances are related to each faith systems |
| Third and Fourth | *Key Figures*  The child shall be enabled to …   * identify the key writings associated with this Religion     *Rites and Ceremonies*  The child shall be enabled to …   * become familiar with naming ceremonies across a range of belief systems   *Celebrations*  The child shall be enabled to …   * research the diversity of traditions associated with specific festivals   *Beliefs and Values*  The child shall be enabled to …   * Identify that there are key values associated with a range of Religious codes of Conduct |
| Fifth and sixth Class | *Key Figures*  The child shall be enabled to …   * Explore the concept of authority as exercised by religious leaders * Find out how these leaders are chosen     *Rites and Ceremonies*  The child shall be enabled to …   * become familiar with naming ceremonies across a range of belief systems   *Celebrations*  The child shall be enabled to …   * Look and respond to the different art forms associated with a religious festival   *Beliefs and Values*  The child shall be enabled to …   * Explore the common links between religions |

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|  | Learning Activities  A nice resource for everyone: [Children celebrating Holi](https://www.youtube.com/watch?v=7wYsmU5IpGM) |
| Junior Infants | * [Holi Festival Photo Powerpoint](https://www.twinkl.co.uk/resource/t-t-9685-holi-festival-display-photo-powerpoint) discuss: ‘what kind of festival is this?’ *(Week 1)* * [Holi Art](http://www.powerfulmothering.com/rainbow-in-a-bag-no-mess-art/?utm_content=buffer4090c&amp;utm_medium=social&amp;utm_source=pinterest.com&amp;utm_campaign=buffer): Rainbow in a bag *(Week 2)* * Draw a picture celebrating Holi *(Week 3)* |
| Senior Infants | * [All about Holi - Powerpoint](https://www.twinkl.co.uk/resource/t-t-10000014-eyfs-all-about-holi-powerpoint) *(Week 1)* * [Holi Art](https://thepinterestedparent.com/2017/02/22334/): Rainbow Toothbrushes *(Week 2)* * Modelled Writing: three sentences about Holi |
| First Class | * [Holi Festival Information Powerpoint](https://www.twinkl.co.uk/resource/lt-t-967-holi-festival-information-powerpoint) (*Week 1)* * [Holi Art](https://www.hellowonderful.co/post/RAINBOW-SHAVING-CREAM-MARBLED-ART/#_a5y_p=5059780): Rainbow Shaving Foam *(Week 2)* * [Holi Acrostic Poem](https://www.twinkl.co.uk/resource/t2-t-1271-holi-themed-acrostic-poem) *(Week 3)* |
| Second Class | * [Holi Powerpoint](https://www.twinkl.co.uk/resource/t2-t-1270-holi-assembly-powerpoint)*(Week 1)* * [Holi Art](http://www.wegotthefunk1.com/2015/03/12-last-minute-st-patricks-day-crafts.html): Rainbow Twirlers *(Week 2)* * What the festival of Holi is about – Explanation writing *(Week 3)* |
| Third Class | * Identify the key writings associated with Hinduism (Week 1) * Identify how Hindus celebrate the Festival of Colour Holi (Week 2) * Create pieces of Art based on the religious festival Holi (week 3) * Have a Holi Colour day, dress very colourful. (week 4) |
| Fourth Class | * Become familiar with some of the key features of Hinduism * Identify the origins of the Festival of Colour (Holi) and the associated traditions (Week 2) * Create pieces of Art based on the religious festival Holi (week 3) * Have a Holi Colour day, present the school with a display of Holi based art at senior school assembly (week 4) |
| Fifth Class | * Looking at Religious Leaders- Emphasis on Hinduism (Week 1) * How religious leaders ar chosen/ Elected (week 2) * The Art associated with the Festival of Holi, create a display to highlight this (week 3) * The common link between religious ceremonies/ festivals (week 4) |
| Sixth Class | * Looking at Religious Leaders- Emphasis on Hinduism (Week 1) * How religious leaders ar chosen/ Elected (week 2) * The Art associated with the Festival of Holi create a display to highlight this (week 3) * Present the Festival of Holi at a senior school assembly (week 4) |

**Equality and Justice**

Learning Objectives

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| Junior and Senior Infants | *Exploring Human Rights*  The child shall be enabled to:   * develop the concept of rights through an exploration and celebration of the children’s uniqueness and differences\*   *Promoting Equality*  The child shall be enabled to:   * explore, identify and talk about concepts such as sharing, fairness, respect and empathy   *Exploring the Democratic Process*  The child shall be enabled to:   * discuss issues such as rules for class, playground etc. Participate in the life of the school\*   *Activating Equality through positive Action*  The child shall be enabled to:   * begin to become aware of equality issues through celebrations\* Whole school assemblies\* |
| First and Second Classes | *Exploring Human Rights*  The child shall be enabled to:   * identify and name basic rights e.g. the right to food, water, shelter, health, play, to be safe, not to be hurt etc.   *Promoting Equality*  The child shall be enabled to:   * develop skills to make fair decisions and resolve conflict.   *Exploring the Democratic Process*  The child shall be enabled to:   * discuss issues such as rules for class, playground etc. Participate in the life of the school\*   *Activating Equality through positive Action*  The child shall be enabled to:   * begin to become aware of equality issues through celebrations\* Whole school assemblies\* |
| Third and Fourth Classes | *Exploring Human Rights*  The child shall be enabled to:   * Further develop the concept of rights and responsibilities within the school environment * Realise that not all children in the world have their rights respected   *Promoting Equality*  The child shall be enabled to:   * Begin to explore the concept of discrimination and prejudice   *Exploring the Democratic Process*  The child shall be enabled to:   * discuss issues such as rules for class, playground etc. Participate in the life of the school\*   *Activating Equality through positive Action*  The child shall be enabled to:   * Develop an anti-racist charter |
| Fifth and Sixth Classes | *Exploring Human Rights*  The child shall be enabled to:   * be involved in an in-depth exploration of Human rights and responsibilities in an Irish Context- e.g the right to a home, the right to asylum, the right not to be discriminated against   *Promoting Equality*  The child shall be enabled to:   * examine an equality issue in Ireland e.g Traveller community (5th Class) Asylum seekers- children living in Direct Provision (6th Class)   *Exploring the Democratic Process*  The child shall be enabled to:   * understand how democracy works in the school through the Board, parent association, student council , Green school committee   *Activating Equality through positive Action*  The child shall be enabled to:   * Develop an anti-racist charter |

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|  | Learning Activities |
| Junior Infants | [What do you Say?](https://www.oco.ie/app/uploads/2018/01/Junior-SeniorNEW_Web.pdf) – Lesson 5 The Bell [(poster for activity)](https://www.oco.ie/app/uploads/2017/11/Activity5.pdf)  \*Note – this is resource says the Ombudsman for children is Emily Logan – this is no longer the case. Niall Muldoon is the new Ombudsman. |
| Senior Infants | [What do you Say?](https://www.oco.ie/app/uploads/2018/01/Junior-SeniorNEW_Web.pdf) – Lesson 6 New Shoes for Ben [(poster for activity)](https://www.oco.ie/app/uploads/2017/11/Activity6.pdf)  \*Note – this is resource says the Ombudsman for children is Emily Logan – this is no longer the case. Niall Muldoon is the new Ombudsman. |
| First Class | Theme 5 [The Right Start](https://www.amnesty.ie/wp-content/uploads/2016/08/The-Right-Start-updated-version.pdf) – Conflict Resolution  Circle of Friends p 43  Friendship Wall p47 |
| Second Class | Theme 5 [The Right Start](https://www.amnesty.ie/wp-content/uploads/2016/08/The-Right-Start-updated-version.pdf) – Conflict Resolution  John and Amy’s story p 46  Acrostic Poem p48 |
| Third Class | Begin to create an anti-racist charter (picture form) |
| Fourth Class | Create an anti-racist Charter for the school |
| Fifth Class | Examine the equality issue associated the Travelling Community- Traveller Rights etc  https://learning.educatetogether.ie/theme/image.php/educatetogether\_clean/url/1516180369/icon |
| Sixth Class | Examine the difficulties associated with families especially children living in Direct Provision in Ireland |

**APRIL**

**Moral and Spiritual**

A nice resource: [THINK Poster](http://4.bp.blogspot.com/-Op6Z-OmtN2A/UTAPe60wS9I/AAAAAAAABcU/AzGvwNa8t84/s1600/before+you+speak+think-3%5B1%5D.jpg)

Core Value: Responsibility

Learning Objectives

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| --- | --- |
| Junior and Senior Infants | *Exploring Moral Development*  The child shall be enabled to …   * develop and create awareness of core values * explore moral development through an exploration of family and its importance in his/her life   *Cultivating Spiritual Growth*  The child shall be enabled to …   * develop a sense of wonder in his/her world through play, stories, poems and art and from observations of beauty in the natural world |
| First and Second Classes | *Exploring Moral Development*  The child shall be enabled to …   * explore the relevance of the values studied in the previous Junior and Senior Infants cycle and expand on these   *Cultivating Spiritual Growth*  The child shall be enabled to …   * reflect on the significance of his/her own personal experiences and/or an outdoor quiet space |

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|  | Learning Activities |
| Whole School | * Display poster and discuss what the statements mean * Discuss how we can show responsibility [(responsibility in ASL)](https://www.signingsavvy.com/sign/RESPONSIBILITY/4358/1) * Discuss what responsibility means to each of us * Song: [Responsibility](https://www.youtube.com/watch?v=oizCSPgk2gw) |
| Junior Infants | * Book: I’ll do it! By: Brian Moses * Activity: I am responsible when … * My Pet- how I care for my pet at home * PET FOOD DRIVE for Animal Welfare |
| Senior Infants | * Book: That Rule doesn’t apply to me By: Julia Cook * I am responsible worksheet * My Pet- how I care for my pet at home * PET FOOD DRIVE for Animal Welfare |
| 1st Class | * Book: Being Responsible By: Cassie Mayer * Responsibility Acrostic Poem * My Pet- how I care for my pet at home * PET FOOD DRIVE for Animal Welfare |
| 2nd Class | * Book: But it’s not my fault!  By: Julia Cook * Design a poster encouraging younger children of the school to ‘Be Responsible!’ * My Pet- how I care for my pet at home * PET FOOD DRIVE for Animal Welfare |
| 3rd Class | * Seedfolks by: Paul Feleichman * Responsible Pet ownership Lessons (1-5) * [Lesson 1](about:blank) * [Lesson 2](about:blank) * [Lesson Plan3.pdf](about:blank) * [Lesson Plan4](about:blank) * [lesson 5](about:blank) * PET FOOD DRIVE for Animal Welfare |
| 4th Class | * Rocky Road By: Rose Kent * Respionsible Pet ownership lessons (6-10) * [lesson 6](about:blank) * [Lesson 7](about:blank) * [Lesson 8](about:blank) * [Lesson 9](about:blank) * [lesson 10](about:blank) * PET FOOD DRIVE for Animal Welfare |
| 5th Class | * Rules By: Cynthia Lord * Responsible Pet ownership Lessons 1-5 * [Lesson 1](about:blank) * [lesson 2](about:blank) * [Lesson Plan3.pdf](about:blank) * [lesson 4](about:blank) * [Lesson 5](about:blank) * PET FOOD DRIVE for Animal Welfare |
| 6th Class | * See you in the Cosmos By: Jack Cheng * Responsible pet ownership lessons 6-10 * [Lesson 6](about:blank) * [Lesson 7](about:blank) * [Lesson 8](about:blank) * [Lesson 9](about:blank) * [Lesson 10](about:blank) * PET FOOD DRIVE for Animal Welfare |

**Ethics and the Environment**

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| Junior and Senior Infants | *Activation of Stewardship and Responsibility*  The child shall be enabled to …   * Plant bulbs and seeds and watch them grow in order to develop a sense of awe and wonder in new life |
| First and Second Classes | *Activation of Stewardship and Responsibility*  The child shall be enabled to …   * plant bulbs and seeds and watch them grow in order to develop a sense of awe and wonder in new life |

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|  | Learning Activities |
| Junior Infants | * Lifecycles of a frog * Planting * Planting/Lifecycles |
| Senior Infants | * Lifecycles of a butterfly * Planting * Planting/Lifecycles |
| First Class | * Make a simple [watercress planter](http://www.mygreenaustralia.com/grow-your-own-tiny-edible-plants-all-year-round/) * [Watercress Diary](https://www.twinkl.co.uk/resource/t-t-20287-growing-cress-diary-writing-frame) * Planting |
| Second Class | * Make a simple [herb planter](about:blank) * [Herb Diary](https://www.twinkl.co.uk/resource/t-t-20287-growing-cress-diary-writing-frame) * Planting |

**Equality and Justice**

Learning Objectives

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| Junior and Senior Infants | *Exploring the Democratic Process*  The child shall be enabled to:   * have opportunities to articulate his/her own attitudes, experiences and values   *Activating Equality through positive Action*  The child shall be enabled to:   * begin to discuss and critically reflect on issues that may arise within the school. |
| First and Second Classes | *Promoting Equality*  The child shall be enabled to:   * begin to explore how people are interconnected and depend upon each other-the concept of interdependence   *Exploring the Democratic Process*  The child shall be enabled to:   * have opportunities to articulate his/her own attitudes, experiences and values   *Activating Equality through positive Action*  The child shall be enabled to:   * begin to discuss and critically reflect on issues that may arise within the school. |

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|  | Learning Activities |
| Junior Infants | * Development education * Watoto resource- Children from around the world * Ever & Melissa from Honduras * Cecelia from Kenya |
| Senior Infants | * Development education * Watoto resource- Children from around the world * Amy from the Philippines * Luis from Bolivia |
| First Class | * Poverty * Lesson 1 & 2 * [Lesson 1 KWL](about:blank) * [Lesson 1](about:blank) * [Lesson 1 Resource Sheet](about:blank) * [Lesson 2 Lesson Plan](about:blank) * [Lesson 2 resource sheet](about:blank) |
| Second Class | * Poverty * Lesson 3 – 5 * [Lesson 3 Lesson plan](about:blank) * [Lesson 3  Resource Sheet](about:blank) * [*Lesson 3 resource sheet 2*](about:blank) * [*Lesson 4 Fair trade Links*](about:blank) * [*Lesson 4 Information*](about:blank) * [*Lesson 4 Lesson Plan*](about:blank) * [*Lesson 4 Resource Sheet*](about:blank) * [*Lesson 5 lesson plan*](about:blank) |
| Third Class | * Addressing Ageism * [Growing old](https://learning.educatetogether.ie/pluginfile.php/19722/mod_resource/content/2/Caring%20for%20the%20elderly.pdf) * [Growing up & Growing Old Lesson Plan](https://learning.educatetogether.ie/pluginfile.php/10300/mod_resource/content/0/ConfrontingAgeism.pdf) * POSSIBILITY to have a Grandparents DAY |
| Fourth Class | * Addressing Ageism * [Growing old](https://learning.educatetogether.ie/pluginfile.php/19722/mod_resource/content/2/Caring%20for%20the%20elderly.pdf) * [Rights of Older people](https://learning.educatetogether.ie/pluginfile.php/10298/mod_resource/content/1/Rights_of_Older_People_Poster.pdf) * POSSIBILITY to have a Grandparents DAY * [Videos dealing with Dementia](http://freedemliving.com/) |
| Fifth Class | * Gender Stereotyping * Lesson 1-3 * [Lesson 1 PowerPoint](about:blank) * [Gender stereotyping\gender-5th-6th-L1\_Lesson.pdf](about:blank) * [Cards](about:blank) * [Lesson 1 sources](about:blank) * [Lesson 2](about:blank) * [lesson 2 cards](about:blank) * [Lesson 2 PowerPoint](about:blank) * [Lesson 3](about:blank) * [Lesson 3 PowerPoint](about:blank) * [lesson 3 factsheet](about:blank) * [lesson 3 cards](about:blank) * [lesson 3 Question sheet](about:blank) * [lesson 3 Worksheet](about:blank) |
| Sixth Class | * Gender Stereotyping * Lesson 4-5 * [Lesson 4](about:blank) * [Lesson 4 sources](about:blank) * [Lesson 5 Powerpoint](about:blank) * [Lesson 5](about:blank) * Create class book on gender stereotyping |

**MAY**

**Moral and Spiritual**

Core Value: Understanding

A nice resource for teachers: [Ted Talk Understanding Humans](https://www.youtube.com/watch?v=RSlc9IxdBw8)

[Positive Psychology: Teaching about Empathy and Understanding](https://positivepsychologyprogram.com/kindness-activities-empathy-worksheets/)

A nice resource for children: [Mark Ruffalo on Empathy](https://www.youtube.com/watch?v=9_1Rt1R4xbM)

Learning Objectives

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| Junior and Senior Infants | *Exploring Moral Development*  The child shall be enabled to …   * develop and create awareness of core values * explore his/her identify and individuality through discussion and projects related to the discovery of a sense of relief   *Cultivating Spiritual Growth*  The child shall be enabled to …   * develop a sense of wonder in his/her world through play, stories, poems and art and from observations of beauty in the natural world |
| First and Second Classes | *Exploring Moral Development*  The child shall be enabled to …   * further develop the concept of responsibility towards each other   *Cultivating Spiritual Growth*  The child shall be enabled to …   * continue the process of self-reflection on feelings and experiences through stories, poems and music that stimulate this reflection |

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| Junior and Senior Infants | *Exploring Moral Development*  The child shall be enabled to …   * develop and create awareness of core values * explore the many day-to-day incidents which occur in the classroom and school yard to heighten his/her moral awareness and to develop empathy   *Cultivating Spiritual Growth*  The child shall be enabled to …   * develop his/her meditative spirit through the provision of opportunities for silence and reflection |
| First and Second Classes | *Exploring Moral Development*  The child shall be enabled to …   * identify and understand active feelings – anger, disappointment, isolation, frustration and jealousy and be supported in addressing them in an appropriate manner   *Cultivating Spiritual Growth*  The child shall be enabled to …   * continue to cultivate stillness through specific activities such as visualisation exercises, quiet time and the provision of a quiet corner or an outdoor quiet space |
| Third & Fourth Classes | ***Exploring Moral Development***  Take responsibility and accept consequences for his/her own actions within a safe climate that provides him/her with the opportunity for a dignified re-entry.  ***Cultivating Spiritual Growth***  Develop the ability to question and reflect on such experiences |
| Fifth & Sixth Classes | ***Exploring Moral Development***  Further explore the concept of collective responsibility  ***Cultivating Spiritual Growth***  Identify places associated with meditative practices such as the Irish monastic tradition or the meditative practices associated with Buddhism |

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|  | Learning Activities |
| Whole School *(Week 1)* | * Display poster and discuss what the statements mean * Discuss how we can show unity [(unity in sign language)](https://www.handspeak.com/word/search/index.php?id=3938) * Discuss what unity means to each of us * Song: [We're all in this together](https://www.youtube.com/watch?v=gbrbUfYSt0E) *(please don’t judge)* |
| Junior Infants | * Book: It’s okay to be different  By: Risa Peets * Draw a picture of what unity looks like * Guided Meditation: [Mindful Breathing](https://www.youtube.com/watch?v=Bk_qU7l-fcU) |
| Senior Infants | * Book: We all sing with the same voice  By: j. Phillip Miller * Draw a picture of what unity looks like * Guided Meditation: [The Elephant's Cousin](https://www.youtube.com/watch?v=GwIagSZuHkg) |
| 1st Class | * Book: Whoever you are *By: Mem Fox* * Design a picture to illustrate what unity looks like * Guided Meditation: [Land of the Unicorns](https://www.youtube.com/watch?v=g69cyia-aKI) |
| 2nd Class | * Book: The Skin I’m in By:  Pat Thomas * Design a picture to illustrate what unity looks like * Guided Mediation: [Ancient Egypt](https://www.youtube.com/watch?v=DV_kZtSGzyY) |
| 3rd Class | * Book: The Journey By: Francesca Sanna * [Questions/activities](https://www.amnesty.org.uk/files/exploring_the_journey_together.pdf) |
| 4th Class | * Book: One Crazy Summer by: Rita Williams Garcia * [Literacy Activities](https://www.rif.org/literacy-central/book/one-crazy-summer) |
| 5th Class | * Separate is never equal by: Duncan Tonatiuh * [Literacy & STEM Activities](https://www.rif.org/literacy-central/material/separate-never-equal-extension-activities-educators) |
| 6th Class | * White Socks only by: Evelyn Coleman * [Literacy Activities](https://www.rif.org/literacy-central/book/white-socks-only) |

**JUNE**

**Moral and Spiritual**

Core Value: Understanding

Learning Objectives

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| Junior and Senior Infants | *Exploring Moral Development*  The child shall be enabled to …   * develop and create awareness of core values * explore his/her identify and individuality through discussion and projects related to the discovery of a sense of relief   *Cultivating Spiritual Growth*  The child shall be enabled to …   * develop a sense of wonder in his/her world through play, stories, poems and art and from observations of beauty in the natural world |
| First and Second Classes | *Exploring Moral Development*  The child shall be enabled to …   * further develop the concept of responsibility towards each other   *Cultivating Spiritual Growth*  The child shall be enabled to …   * continue the process of self-reflection on feelings and experiences through stories, poems and music that stimulate this reflection |

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|  | Learning Activities |
| Whole School *(Week 1)* | * Display poster and discuss what the statements mean * Discuss how we can show understanding [(understanding in sign language)](http://www.lifeprint.com/asl101/pages-signs/u/understand.htm) * Discuss what understanding means, why it’s important for us to be understood and why it’s important to understand others * Song: [Hello to all the children of the world!](https://www.youtube.com/watch?v=2nYjGy_ZUG8) |
| Junior Infants | * Book: The Way I Feel *(Week 2)* * The Way We Feel Class Book (description [here](http://www.firstgradebuddies.com/2013/07/mentor-text-linky-72813.html)) *(Week 3)* * Guided Meditation: [The Enchanted Dragon](https://www.youtube.com/watch?v=EtMtpGqB6bA) *(Week 4)* |
| Senior Infants | * Book: The Spiffiest Giant in Town *(Week 2)* * Appreciation Box: [description here](https://www.edutopia.org/blog/kindness-lesson-plan-rebecca-alber)*(Week 3)* * Guided Meditation: [Giant Panda](https://www.youtube.com/watch?v=QYipFmjLFa0) |
| 1st Class | * Book: Pumpkin Soup *(Week 2)* * The Write Around: [description here](https://www.edutopia.org/blog/kindness-lesson-plan-rebecca-alber)  *(Week 3)* * Guided Meditation: [The Listening Game](https://www.youtube.com/watch?v=uUIGKhG_Vq8) *(Week 4)* |
| 2nd Class | * Book: The Sissy Duckling *(Week 2)* * All that we share: children stand against the wall. Teacher calls a statement e.g. I like chocolate. Children walk in if they agree with the statement (*Week 3)* * Guided Meditation: [Shine your light](https://www.youtube.com/watch?v=Q144J5xuT4c) *(Week 4)* |

**Ethics and the Environment**

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| Junior and Senior Infants | *Knowledge and Awareness of Environmental Issues*  The child shall be enabled to …   * develop a sense of awe and wonder in nature through stories, poetry, nature walks, nature table and exploring the natural cycles of life   *Activation of Responsibility and Stewardship*  The child shall be enabled to …   * participate in nature walks in the local park, seashore or farm in order to develop his/her understanding of the interdependence in the natural world |
| First and Second Classes | *Activation of Responsibility and Stewardship*  The child shall be enabled to …   * participate in nature walks in the local park, seashore or farm in order to develop his/her understanding of interdependence in the natural world |

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|  | Learning Activities |
| Junior Infants | * Summer Sensory Walk *(Week 1)* * Outdoor Meditation (*Week 2)* * Classroom Clean-up: Whole class discussion and division of jobs for end of year clean-up *(Week 3)* * End of Year Classroom/School Clean Up (*Week 4)* |
| Senior Infants | * Summer Sensory Walk *(Week 1)* * Outdoor Meditation (*Week 2)* * Classroom Clean-up: Whole class discussion and division of jobs for end of year clean-up *(Week 3)* * End of Year Classroom/School Clean Up (*Week 4)* |
| First Class | * Rosy the Tree Lesson Plan 4 *(Week 1)* * Summer Sensory Walk (*Week 2)* * Classroom Clean-up: Whole class discussion and division of jobs for end of year clean-up *(Week 3)* * End of Year Classroom/School Clean Up (*Week 4)* |
| Second Class | * Summer Sensory Walk *(Week 1)* * Outdoor Meditation (*Week 2)* * Classroom Clean-up: Whole class discussion and division of jobs for end of year clean-up *(Week 3)* * End of Year Classroom/School Clean Up (*Week 4)* |

**Belief Systems: Humanism**

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|  | Learning Objectives |
| First Class | *Rites and Ceremonies*  The child shall be enabled to …   * become familiar with naming ceremonies across a range of belief systems * study a number of naming ceremonies and look at the customs attached to them   *Celebrations*  The child shall be enabled to …   * look at how different festivals are celebrated * examine the art and music associated with the celebration of these festivals * categorise and distinguish between festivals, e.g. festivals of light and festivals of darkness |
| Second Class | *Key Figures*  The child shall be enabled to …   * know that there are religious leaders who wear particular styles of dress and are known by particular titles * discuss the role of these leaders in their own communities * become aware that belief systems have special books which are important to them   *Beliefs and Values*  The child shall be enabled to …   * recognise examples of religious observances such as fasting, ablutions, meditation and prayer * share experiences of special occasions and observances in his/her own life which are associated with ritual * understand that religious observances are related to each faith system |

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|  | Learning Activities  *As there are no Humanism lesson plans available for infants, I thought that they could focus on consolidation of material.* |
| First Class | * [Humanism Lesson Plan 1](about:blank)*(Week 1)* * [Humanism Lesson Plan 2](about:blank) *(Week 2)* * [Humanism Lesson Plan 3](https://www.educatetogether.ie/sites/default/files/humanism_lessons_1st_class_2nd_class.pdf)  *(Week 3)* * [Humanism Lesson Plan 4](https://www.educatetogether.ie/sites/default/files/humanism_lessons_1st_class_2nd_class.pdf) *(Week 4)* |
| Second Class | * [Humanism Lesson Plan 5](https://www.educatetogether.ie/sites/default/files/humanism_lessons_1st_class_2nd_class.pdf) *(Week 1)* * [Humanism Lesson Plan 6](about:blank) *(Week 2)* * [Humanism Lesson Plan 7](https://www.educatetogether.ie/sites/default/files/humanism_lessons_1st_class_2nd_class.pdf) *(Week 3)* * [Humanism Lesson Plan 8](https://www.educatetogether.ie/sites/default/files/humanism_lessons_1st_class_2nd_class.pdf)  *(Week 4)* |

**Equality and Justice**

Learning Objectives

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| Junior and Senior Infants | *Exploring Human Rights*  The child shall be enabled to:   * develop the concept of rights through an exploration and celebration of the children’s uniqueness and differences\* |
| First and Second Classes | *Activating Equality through positive Action*  The child shall be enabled to:   * extend care and friendship world wide\* * Whole school assemblies\* |

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|  | Learning Activities |
| Whole School | **Ombudsman Art Competition**   * Choose 1 right that inspires you and which you feel is important for Irish children today or which means most to you personally. * Please fill out the [competition form](https://www.oco.ie/wp-content/uploads/2017/11/Animated-about-Rights-Entry-Form.pdf) – give your work a title, describe your artwork in no more than 50 words (not forgetting to tell us what right it relates to!) then fill out the rest of the form, making sure that your parent/guardian gives their consent for you take part in the ‘Get Animated About Rights’ competition. Post it to us at the Ombudsman for Children’s Office, Get Animated About Rights competition, Millennium House, 52-56 Great Strand street, Dublin 1. * We are inviting one entry per person only and unfortunately we will not be able to return the originals (so make sure to take a pic yourselves before posting to us!) * Get creative! Get cracking and Good Luck!   Summary of Rights of a Child - <https://www.oco.ie/app/uploads/2018/01/UNCRC-summary.pdf>  Entry Form - <https://www.oco.ie/app/uploads/2018/01/Animated-about-Rights-Entry-Form.pdf> |
| Junior and Senior Infants | * Discuss why they are unique and different from their classmates * Circle Time – children are encouraged to say one nice/special thing about the person beside them in the circle * Draw a picture of themselves within a table and draw what is unique about them around it |
| First and Second Class | * Make a list of ways in which they can be helpful/caring/friendly in class and in school * Decide on a couple of things they will do to be helpful/caring/friendly in class and in school and take a photo of the children doing this. * These photos can be displayed in the classroom or on the Learn together display * Go to the infant classrooms and explain what they did in order to extend their friendship within the school |

Text

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