

Example of an Ethical Education School Year Plan broken down by week number and covering 1st to 6th years. If you would like access to resources matching the lessons

| ETHICAL ED CALENDAR |   |  |  |   |  |
|---------------------|---|--|--|---|--|
| 1                   | Campaign Intro Lesson (inc WWGS Survey)   |  |  |   |  |
| 2                   | 1. Intro to Ethical Ed and "Values"   | 1. Recap Ethical Ed, "Beliefs and Worldviews" – Intro to Judaism                       | Recap: My Values and KCC/Educate Together Values   | <b>TY: A Societal Design Project</b><br>1. <b>Design Skills</b><br>Values Cultural Relativism v Moral Truth           | 1. Values and Character Education 1  |
| 3                   | Identity – Me and My Values   | Judaism and Places of Worship – search for meaning in art                              | Recap: Moral Decision Making: Stuck on a Lifeboat/Employers Decisions                      | Cultural Relativism and free speech online 1  | Ethical Skill: Cognitive Biases  |
| 4                   | Empathy – Appreciating the values of others   | Judaism  | 1. Beliefs and Worldviews. Intro to Buddhism and Hinduism                                  | Cultural Relativism and free speech online 2  | Studied Text: Three Identical Strangers  |
| 5                   | Actions & Consequences  | <b>Judaism: Celebrating Yom Kippur</b>   | Buddhism   | Ethical Skill: Using Criteria   | Studied Text: Discussion and Worksheets  |
| 6                   | Black History Week (inc. Banned Books? Banned Books moved to English class)   |  |  |   |  |
| 7                   | 2. Intro to National Identity: Irishness  | 2. Introducing Ideologies  | Hinduism   | 2. <b>Rules for a Dream Society</b> – John Rawls' "Veil of Ignorance. <b>SDG11 Sustainable Cities and Communities</b> | Ethical Skill: Productive Conversation Skills  |
| 8*                  | National Identity 2   | Fascism and Communism 1  | Studied Text: Morgan Freeman The Story of God  | Ethical Rules for Society – the origins of rules  | 2. Introduction to Identity  |
| 9                   | Utilitarianism & Fairness   | Fascism and communism 2  | Studied Text: Morgan Freeman The Story of God  | Ethical Rules for our Dream Society – it has to work for everyone   | Identity Labelling   |
| 10                  | Pacifism v Nationalism  | Diverse perspectives – causes of war   | Buddhism: Celebrating Boddhi Day   | Ethical Rules for Society - Presentations   | Studied Text: Love on the Spectrum   |
| 11                  | Pride Week  |  |  |   |  |
| 12*                 | 3. Intro to Poverty in Ireland – <b>SDG No Poverty</b>  | 3. War and international conflict <b>SDG 16 Peace, Justice and Strong Institutions</b> | 3. Intro to Animal Welfare – Pet ownership   | 3. What about rule breakers? Introduction to The Power of Protest 1   | Left and Right Identities  |
| 13                  | Poverty in Ireland 1 – Causes   | War – case study 1 (causes&fixes)  | GMO - Animals  | Studied Text: Crip Camp   | Group Identity   |
| 14                  | Poverty in Ireland 2 - Solutions  | War – case study 2 (causes&fixes)  | Veganism/Vegetarianism 1   | Studied Text: Crip Camp   | Religious Identity   |
| 15                  | <i>AfL – Reflection Lesson</i>  | <i>AfL – Reflection Lesson</i>   | Veganism/Vegetarianism 2   | Studied Text: Worksheet and Discussion  | In Groups and Out Groups   |
| 16                  | Campaign Whole School Lesson 2  |  |  |   |  |
| 17                  | 4. Introduction to Gender Equality – <b>SDG Gender Equality</b>   | 4. Introducing Migration – <b>SDG 17 Partnership for the Gaols</b>                     | 4. Crime, Punishment & Justice   | 4. <b>Test your theories</b> – Ethical Events across the Globe Introduction   | 3.i) Happiness Theories. Introduction to "Pleasure, Purpose and the Life" – Selfish/Selfless Good Deeds  |
| 18                  | Gender Norms and The Media  | Mapping Migration  | Models of Justice  | <b>Colonialism and Reparations:</b> Apartheid in South Africa   | Random Acts of Kindness  |
| 19                  | Gender Quotes   | Irish Famine and Migration   | Putting Justice models to the test: Drugs in Sport   | <b>Colonialism and Reparations:</b> Apartheid in South Africa   | Ignorant Bliss v Fighting for a better reality (Nozick's experience Machine)   |
| 20                  | Studied Text: Bend It Like Beckham  | The Traveller community in Ireland   | Putting Justice models to the test: Decriminalising drugs                                  | <b>The Financial Crisis: The Big Short</b>  | Studied Text: The Matrix   |
| 21                  | Studied Text: Bend It Like Beckham  | Refugees   | Putting Justice Models to the test: Violent computer games                                 | <b>The Financial Crisis: The Big Short</b>  | Studied Text: The Matrix   |
| 22                  | Studied Text discussion & worksheets  | Studied Text: This Hostel Life   | Putting Justice Models to the test: The death penalty                                      | <b>The Financial Crisis: The Big Short</b>  | Studied Text: Discussion/Worksheets  |
| 23                  |   | Studied Text: This Hostel Life   | Peace and Reconciliation 1   | <b>Democracy v Dictatorship:</b> The Arab Spring  | 3.ii) Happiness & Consumption <b>SDG 12 Responsible Consumption and Production</b><br>The search for meaning in Music and Art 1 (beauty and beautiful objects) |
| 24                  |   | Studied Text: discussion/worksheets  | Peace and Reconciliation 2   | <b>Democracy v Dictatorship:</b> The Arab Spring  | The search for meaning in Music and Art 2  |
| 25*                 | International Women's Day   |  |  |   |  |
| 26                  | 5. Intro to Beliefs and Worldviews – Concepts of the Divine (30-40)   | 5. Introduction to Sustainability <b>SDG 13 Climate Action**</b>                       | 5. Introduction - Ethical Technology – <b>SDG12 Responsible consumption&amp;production</b> | Protection or Power? <b>The Magdalene Laundries</b> and the Uyghurs   | Beauty and Consumerism:<br>Studied Text: <b>The True Cost</b>  |
| 27                  | Understanding Islam 1   | Studied Text: Before the Flood   | Artificial intelligence  | Protection or Power? <b>The Magdalene Laundries</b> and the Uyghurs   | Studied Text: <b>The True Cost</b>   |
| 28                  | Understanding Islam 2   | Studied Text: Before the Flood   | Studied Text: Decoding Bill's Brain  | Studied Text: <b>The Magdalene Laundries</b>  | Studied Text: Discussion/Worksheets  |
| 29                  | <b>Islam: Celebrating Eid</b>   | Studied text: discussion/worksheets  | Studied Text: Decoding Bill's Brain  | Protection or Power? <b>The Magdalene Laundries</b> and the Uyghurs   | Consumption of the Environment: <b>SDG 11 Sustainable cities and communities</b>   |
| 30                  | Ethical Education Week – inc. Campaign Whole School Lesson 3  |  |  |   |  |
| 31                  | Revision/Research Project   |  |  |   |  |
| 32                  | <i>AfL Reflection Lesson</i> – Students complete an assessment based on revision or present their research project (inc WWGS) |  |  |   |  |
| 33                  | EXAM WEEK   |  |  |   |  |

- \* Weeks with a \* are subject weeks e.g. Maths Week, Science Week or Seachtain na Gaeilge. These weeks might contain a cross-curricular lesson *insert* (up to 15 minutes)
- \*\*Note crossover with CSPE curriculum and opportunity for cross-curricular support.