

## Scoping document to outline possible links to the Post Primary curriculum in Ireland

### Linking to the Post Primary Curriculum

Think about how the Schools of Sanctuary principles could link into skills being developed across the post primary curriculum.

### Junior cycle

#### Principles

Eight principles underpin the Framework for Junior Cycle. These principles will inform the planning for, as well as the development and the implementation, of Junior Cycle programmes in all schools.

1. **Wellbeing:** contributes directly to the physical, mental and social wellbeing of students.
2. **Creativity & Innovation:** curriculum provides opportunities for students to develop their abilities and talents in the areas of creativity, innovation and enterprise.
3. **Engagement, Relevance & Enjoyment:** the experience of the curriculum encourages participation, is engaging and enjoyable for students and relevant to their lives.
4. **Continuity:** curriculum enables students to build on their learning to date and actively supports their progress in learning.
5. **Quality:** students experience a high quality education, characterised by high expectations of learners and the pursuit of excellence.
6. **Choice & Freedom:** curriculum, while broad in nature, offers sufficient choice and flexibility to meet the needs of students.
7. **Inclusive Education:** the educational experience is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.
8. **Life Long Learning:** supports students in developing the learning skills that will assist them in meeting the challenges of life beyond school, of further education and of working life.

### Junior cycle

#### Statements of Learning (SOL)

The learning at the core of junior cycle is described in 24 statements of learning. Schools will ensure that all statements of learning, along with the key skills feature in the programmes of all junior cycle students.

The student:

- 3 creates, appreciates and critically interprets a wide range of texts
- 5 has an awareness of personal values and an understanding of the process of moral decision making
- 6 appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
- 7 values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
- 8 values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
- 9 understands the origins and impacts of social, economic and environmental aspects of the world around her/him

- 10 has the awareness, knowledge, skills, values and motivation to live sustainably
- 11 takes action to safeguard and promote her/his wellbeing and that of others

**The Key Skills**

Key skills help learners develop the knowledge, skills and attitudes to face the many challenges in today’s world. They also support students in learning how to learn and to take responsibility for their own learning. The six key skills of junior cycle are

- Managing Myself,
- Staying Well,
- Communicating,
- Being Creative,
- Working with Others, and
- Managing Information and Thinking.

**Overview of opportunities to integrate the principles, key concepts and skills which Schools of Sanctuary seek to promote across the curricula**

<b>Junior Cycle</b>		
<b>English</b>	<b>Business Studies</b>	<b>Home Economics</b>
<ul style="list-style-type: none"> <li>• SOL 3. The student creates, appreciates and critically interprets a wide range of texts -Students will engage critically with texts in a wide range of forms, to understand and respond to their content, and to enrich their own spoken and written output.</li> <li>• SOL 6. The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives - Students will encounter diversity through wide reading and will learn to appreciate the significance of diversity through discussion and reflection.</li> </ul> <p>Note; unprescribed texts could include themes of inclusivity etc.</p>	<p><b>Element: Managing my resources</b></p> <p>3.1 Explain how scarcity of economic resources results in individuals having to make choices; predict possible consequences of these choices</p> <p>3.2 Explain how individuals, organisations (for profit and not-for-profit) and the government work together to distribute economic resources used to produce goods and services</p> <p><b>Element: Exploring business</b></p> <p>3.6 Explain how economic growth can impact positively and negatively on society and the environment and justify the promotion of sustainable development</p> <p>3.8 discuss the economic and social benefits, and challenges of Ireland’s membership of the EU</p> <p>3.11 evaluate the benefits and cost of a government economic policy and assess who enjoys the benefits and who bears the costs.</p>	<p>SOL 9: The student understands the origins and impacts of social, economic, and environmental aspects of the world around her/him. Students will reflect on and analyse the impacts of products and processes in the home on people, society and environments.</p> <p>SOL 13: The student understands the importance of food and diet in making healthy lifestyle choices. Students will develop their food and health literacy skills so that they make positive lifestyle choices for themselves as individuals as well as within their families and society.</p>
<b>Music</b>	<b>Physical Education</b>	<b>Geography</b>
<p>SOL 8: The student values local, national and international heritage, understands the importance of the relationship between the past and current events and the forces that drive change - Students use their musical ideas and outputs to</p>	<p>SOL 11</p> <p>The student takes action to safeguard and promote her/his wellbeing and that of others. - Students reflect on their own physical activity levels and plan for regular, meaningful engagement in physical activity.</p>	<p>SOL 6: The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives. Students compare life opportunities for young people in different countries.</p>

<p>reflect life and living in their own community and the broader context; they consider the role and impact of the past in their musical choices.</p>	<p>They engage in activities which promote positive relationships and which require cooperation and respect for differing abilities.</p>	<p>SOL 7: The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts. Students evaluate the role of development assistance.  SOL 8: The student values local, national, and international heritage, understands the importance of the relationship between past and current events and the forces that drive change. Students consider factors that influence human settlement in relation to origin, location, and sustainable change.  SOL 9: The student understands the origins and impacts of social, economic, and environmental aspects of the world around her/him. Students explore and engage with areas of learning such as population, settlement, development and globalisation.  SOL 10: The student has the awareness, knowledge, skills, values and motivation to live sustainably. Students learn about the importance of living sustainably.</p>
<p><b>History</b></p>	<p><b>Religious Education</b></p>	<p><b>Visual Art</b></p>
<p>SOL 3: The student creates, appreciates and critically interprets a wide range of texts - Students will interrogate a range of primary and secondary historical sources and will use their historical knowledge and conceptual understanding to produce their own texts using a variety of formats.  SOL 6: The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which he/she live.  SOL 7: The student values what it means to be an active citizen, with rights and responsibilities to local and wider contexts - Students will explore how the role of the individual in society evolved over time, including an exploration of the concept of rights and citizenship, by exploring how ordinary people lived under different systems of government</p>	<p><b>Strand 1: Expressing beliefs</b>  Expressing beliefs develops students' ability to understand, respect and appreciate how people's beliefs have been expressed in the past and continue to be expressed today through lifestyle, culture, rites and rituals, community building, social action and ways of life. It enables students to appreciate that people live out of their different beliefs—religious or otherwise. It also focuses on understanding and appreciating that diversity exists within religions.  <b>Strand 2: Exploring questions</b>  Exploring questions enables students to explore some of the questions of meaning, purpose and relationships that people wonder about and to discover how people with different religious beliefs and other interpretations of life respond to these questions. It focuses on students developing a set of knowledge, understanding,</p>	<p>SOL 3: The student creates, appreciates and critically interprets a wide range of texts<sup>1</sup> . Students will demonstrate their knowledge and understanding of visual culture to create and critique their role in the development of their own or others' work in art, craft or design.  SOL 8: The student values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change. Students, through their own creative ideas and work, will demonstrate that their Visual Art work can be used to reflect the needs, hopes and ideals of their wider communities or society as a whole.</p>

<p>SOL 8: The student values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change. Students will explore why certain historical events are commemorated, such as the Holocaust; they will investigate the historical roots of a contemporary issue or theme.</p> <p>SOL 9: The student understands the origins and impact of social, economic and environmental aspects of the world around him/her. The student will explore social change by looking at causes and consequences of migration patterns or population change or by exploring how migration and settlement affected identity on the island of Ireland.</p>	<p>skills, attitudes and values that allows them to question, probe, interpret, analyse and reflect on these big questions, in dialogue with each other.</p> <p><b>Strand 3: Living our values</b> Living our values focuses on enabling students to understand and reflect on the norms and values that underlie actions and to recognise how moral decision-making works in their own lives and in the lives of others, based on particular values and/or beliefs. It also enables students to engage in informed discussion about moral issues and respectfully communicate and explain opinions and beliefs.</p>	
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**Wellbeing**

<b>Wellbeing - overview</b>	<b>Wellbeing short course: CSPE</b>	<b>Wellbeing short course: SPHE</b>
<p>CSPE short course SPHE short course</p> <p><b>Appendix I opportunities* Possibility of introducing module into compulsory History subject for all Junior students-see below for template</b> Opportunities to work through a <a href="#">negotiated curriculum</a></p>	<p>SOL 7: The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts. Across all strands of the course, students learn about issues that concern them and the wider world and consider the role and responsibility of all citizens in bringing about positive change. Student-led action based on an understanding of human rights and social responsibilities is encouraged.</p> <p>SOL 9: The student understands the origin and impacts of social, economic, and environmental aspects of the world around her/him. Students gain an understanding of the causes and consequences of a range of global challenges, identifying how different issues, people and places are connected.</p> <p>SOL 11: The student takes action to safeguard and promote her/his wellbeing and that of others In each strand students decide on, plan and carry out an action which aims to promote the</p>	<p>SOL 5: The student has an awareness of personal values and an understanding of the process of moral decision-making. Students participate in a range of activities that promote responsible behaviours and help them to develop skills for making personal and group decisions that respect their own dignity and the dignity of others.</p> <p>SOL 6: The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives. In SPHE, students have opportunities to discuss opinions, examine problems and decide how these might be approached with their peers, thereby helping them to appreciate the value of different perspectives. By examining case studies and undertaking role-play, students can learn to be more empathetic towards others and to respect different values, beliefs and traditions.</p>

	wellbeing of others, whether within their school, community or the wider world.	SOL 11: The student takes action to safeguard and promote his/her wellbeing and that of others. Students examine how their values, attitudes and behaviour impact on their own and others' health and wellbeing. They develop different resources designed to support young people in making informed decisions for their own wellbeing and that of others.
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**Senior Cycle**

<b>Transition Year: Transition Unit</b>	<b>Leaving Certificate Politics and Society</b>	<b>Leaving Certificate Economics</b>
<p>Make links within units or develop <a href="#">a new Transition Unit</a>:</p> <ul style="list-style-type: none"> <li>• Ireland – A level Playing Pitch?</li> <li>• Together for Rights</li> <li>• Global development Issues</li> </ul>	<ul style="list-style-type: none"> <li>• Strands of study: <ul style="list-style-type: none"> <li>○ Strand 1: Power and decision making</li> <li>○ Strand 2: Active citizenship</li> <li>○ Strand 3: Human Rights and Responsibilities</li> <li>○ Strand 4: Globalisation and localisation</li> </ul> </li> <li>Opportunities for 'Reporting on a citizenship project'</li> </ul>	<p><b>Strand 1:</b></p> <p>1.2 The economic concepts of scarcity and choice</p> <ul style="list-style-type: none"> <li>• explain how scarcity of economic resources relative to wants results in choices being made between competing uses of resources; predict possible consequences of these choices</li> <li>• explain how individuals, firms, businesses, non-governmental organisations (NGOs) and the government interact to produce, consume and distribute economic resources</li> <li>• evaluate the opportunity costs involved in economic decisions made by individuals, firms and the government at local and national levels</li> </ul> <p>1.3 Economic, social and environmental sustainability</p> <ul style="list-style-type: none"> <li>• identify indicators of economic growth, social cohesion, inequality, and environmental sustainability; examine relationships between the indicators</li> </ul> <p>4.2 Fiscal policy and the budget framework</p> <ul style="list-style-type: none"> <li>• debate the purpose and impact of taxation on the economy as a whole, explaining how tax policy can be used to address inequality</li> </ul>

**Co-Curricular links**

- Links with Student Council
- Links with 'Young social Innovators'

Appendix I: Template to support schools in planning shorter units of learning in Wellbeing

<b>Title of unit:</b>	<b>Duration:</b>
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<b>Aim of the unit</b>
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<b>Links</b>
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<b>Statement of learning</b>	<b>Example of related learning in the unit</b>

**Key skills.** (The elements and the learning outcomes for the eight key skills in junior cycle are set out in detail in Key Skills for Junior Cycle. Select the four key skills that this unit is particularly significant in supporting.)

Key skill	Element	Student learning activity

The wellbeing indicators make explicit what is important learning in Wellbeing. (The Wellbeing Indicators are: Active, Aware, Connected, Resilient, Respected, Responsible)

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**Suggested Learning outcomes**

At the end of this unit, students will be able to...

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**Sample learning activities**

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**Assessment**

Students will show evidence of their learning when they...

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**Useful resources, web links and community links**