

# Primary Curriculum Review and Redevelopment

## Written submission template for organisations, groups and individuals responding to the *Draft Primary Curriculum Framework*

This template is intended to support you (and your colleagues/organisation) in developing a written submission in response to the *Draft Primary Curriculum Framework*. Please e-mail your completed submission to [PCRRsubmissions@ncca.ie](mailto:PCRRsubmissions@ncca.ie)

### *Individual submission details*

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The NCCA will publish written submissions received during the consultation. The submissions will include the author's/contributor's name/organisation. Do you consent to this submission being posted online?

Yes

No

Please email your submission to [PCRRsubmissions@ncca.ie](mailto:PCRRsubmissions@ncca.ie)

**Please provide some brief background information on your organisation (if applicable).**

The remainder of the template includes two sections. Section 1 invites your overall comments and observations on the *Draft Primary Curriculum Framework*. Section 2 is structured to align with the six key messages related to the framework. Each message is summarised as a support for you in working on the submission.

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# Section 1

**Please outline your overall response to the *Draft Primary Curriculum Framework*.**

For a vision of education to take place, one must answer the questions: What is a person? What is life? I found this vision to be completely lacking in this most important area. It has no substance as to what life is ultimately about. Are we created in God's image and likeness or are we merely sophisticated animals? Is there life after death or do we cease to be after death? Without any reference to the religious and moral development of a child in the vision of education, it is bound to be flawed. It is like building a school with no foundation. An educational structure needs a philosophical underpinning in order to be able to stand; otherwise it will be bent into whatever shape those in power wish for it to be.

The omission of any sense of the religious, spiritual and moral development of the child here is deeply disappointing and demonstrates that there is a concerted effort to try and remove the very bedrock of religious ethos from all education. This silent implosion of the heart of education, as manifested by the omission of the religious development of a child here, is a stark reminder of the strong, hostile secular forces at play behind educational change in Ireland. Why not put in the religious and spiritual development of the child here? The reason why is because to admit that religion might have some hint of centrality in life and in the forming of a person would be a heresy in the creed of the non-religious secular authorities. This vacuum is being filled by notions of Well Being, which are not evidenced based approaches. Au contraire, there is much evidence to be found supporting the fact that religious practice and religiosity have an impact on a person's ability to deal with anxiety, depression and suicide. God is being removed from public life by those trying to impose this new religious curriculum.

If by teaching about religions and beliefs the proposal means that we teach that all religions are equal, then this equates to teaching children a lie. This view that all religions are equally valid and that we should remain non-judgemental about them is ludicrous. They cannot all be true as they all contradict each other. Of course this is exactly the point of this education; its purpose is to teach that the only truth is that we do not know if any religion is true. It is based on relativism, that we cannot know truth. It therefore promotes being non-religious as the truth that we should all agree upon and leave whether or not people engage in 'superstitious religious rituals' up to their private subjective tastes. It is a hostile secularism. It is outrageous that the government would seek to indoctrinate children into this falsity. Some religions have more truth than others and some beliefs are more right than others. To say otherwise is to say that the deaths of over 100 million people by communists in the last century is not objectively wrong. It is necessary to have the objective standard that God gives us to be able to state that a genocide is wrong, otherwise it is just your subjective opinion. It is also very important to note that ethics and morality spring from spirituality and beliefs. They do not exist in a vacuum. Everything ethical and moral must be based on a belief about the world, other people and God. To suggest that ethics can be taught about neutrally, in and of themselves, is wrong.

It is not fair to impose a 'wellbeing' programme that may contain many elements that are against the beliefs of parents into a mandatory subject to be taught to all pupils in all schools. Allowing for the religion to be kept at 2 and a half hours is a much more valuable way to spend time in the classroom. The move to impose ERB on all pupils is completely unjustified and unfair and is very much portraying the bias of the government. Wellbeing and ERB should not be included, religious education should remain at 2 and a half hours and should not be in flexible time.

Although some changes to the subjects are positive in the review, the attempt to remove the influence of religion in schools is clearly demonstrated. The placing of religious education in flexible time with the roll call is a sign as to how much value the government deem it to have in education. It is extremely intolerant and not in the least inclusive of those who hold religious beliefs. Religious education should be given a minimum curricular time and there is no research proposed as to why its time has been reduced.

The time given to religious education should not be changed as proposed and there should be an acknowledgement, in the vision and philosophy of education, that religious and moral development are fundamental to the holistic education of the child.

## **Data Protection**

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**Thank you for your submission.**

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