

Orig : FR

English version

TEACHING COMMITTEE (SECONDARY)

Meeting on 19 November 1997

in “Centre Borschette” in Brussels

**Subject: Programme for the
Non-denominational Ethics Course**

Programme for the

**Non - denominational
Ethics Course**

I. OBJECTIVES

The aim of the non-denominational ethics course is to provide a moral education based on free thought which is not subject to any particular philosophical reference.

This course is therefore open to all pupils, with the objective of teaching them through open discussion :

- to search for coherent and lucid answers with rigorous respect for facts and rational ideas.
- to take a personal, responsible stance leading them to be self-sufficient and receptive
- to develop a genuine moral code based on tolerance which includes being able to challenge oneself.

This course should be taught by a teacher who undertakes to respect the spirit and objectives of non-denominational ethics as defined in this programme.

II. COURSE CONTENT

	OTHERS Social Development	MYSELF Personal Development
Observation Cycle	Getting to know and understand the world around me	Knowing myself, Accepting myself, Aiming further
1st year	Others and me	Change
	Family Friends The group Animals	Moving from primary to secondary school; Identifying and confronting changes
2nd year	Authority	Health and happiness
	Different forms of authority (parents, teachers, police...) and their rôle in society; Different forms of obedience (through fear, interest, conviction, respect); Limits of obedience.	Mens sana in corpora sano; Physical education; competitive sport; fair play; team spirit; choosing leisure activities; Eating wisely; Fighting pollution; Resisting tobacco, alcohol, drugs.
3rd year	My rights and duties	From childhood to adolescence
	Meaning of : "I have the right to", "It is my duty to"... My rights and duties in the family and at school; Children's rights; Human rights.	Independence and responsibility; Generation conflicts; Stereotypes: boy/girl, masculine/feminine; Emotions, love. Sexuality.

	OTHERS Social development	MYSELF Personal development
Preorientation Cycle	How to be a part of society	Developing one's own personality
4th year	The right to be different	Rationalism and criticism
	Differences of culture; Different religions; Different economic systems; Different political systems; Toleration and its limits;	Reason and the irrational; Dogmatism and the search for truth; Faith, agnosticism, atheism; Sects; Laicity; Freedom of thought;
5th Year	Communication and exclusion	Liberty and responsibility
	<p>Forms of communication :</p> <p>For example:-</p> <ul style="list-style-type: none"> - speech: truth and lies - media: information or manipulation; publicity, propaganda. - modern methods of communication: getting nearer or further away - communication of conscience: sympathy <p>Absence of communication :</p> <p>For example:-</p> <ul style="list-style-type: none"> - conflict, antipathy, violence, hatred - stereotypes, prejudice - racism, xenophobia, antisemitism <p>Forms of exclusion.</p> <p>For example:-</p> <ul style="list-style-type: none"> => economic => social => cultural 	<p>The conquest of autonomy (sizing up a situation, judging it, making decisions)</p> <p>Consumer education.</p> <p>Responsible parenthood: procreation, contraception, abortion.</p> <p>Responsible attitude towards oneself and one's body: transplants and donation of organs, euthanasia, suicide, sexuality.</p> <p>Responsibility and blame.</p>

	OTHERS Social development	MYSELF Personal development
Orientation Cycle	Democracy and citizenship	Ethical principles and personal projects
6th year	Democracy and citizenship	Science, technology and ethics
	Moral principles of democracy; National, European and world citizenship. Exclusions from citizenship. Law and justice Involvement, solidarity, equitable justice.	Genetic engineering; Methods of assisted medical procreation; How to reconcile respect for human beings with scientific and technological progress?
7th year	Threats to democracy	Values for my present and future life
	Lack of interest and involvement; Weakness of public institutions; The threat of totalitarianism; Fanaticism; Integrism; Extremism; Terrorism ...	

The teacher will take into account current affairs and pupils' concerns.

III. PRINCIPLES OF METHOD

While having the advantage of the widest freedom of choice of teaching methods [using texts, the press, video documentaries, pupil presentations, team work, role play, debates, excursions, exhibitions, clarification of values etc] the teacher will above all favour the role of discussion in his lessons. He/she will develop active and tolerant listening strategies and respect for everyone's right to contribute to or lead discussion. He/she will develop the search for consensus of opinion or at least the desire to encourage the positive evolution of debate, in the spirit of pedagogical humanism.

IV. EVALUATION

Ethics courses should award

- an A grade in classes 1 to 3.
- an A grade and a B grade in classes 4 to 7.

The B grade is based on facts learnt and quality of argument.

The A grade takes into account the student's participation in class.