

1998-D-22\_en

Orig.: FR

Version: EN

---

# Programme for the Non-Confessional Ethics Course

---

**(APPROVED BY THE BOARD OF GOVERNORS ON 27 AND  
28 JANUARY IN BRUSSELS)**

Meeting on 27 & 28 January 1998 at 9.30 in Brussels

---

Will enter into application in September 1998 for a two-year experimental period

# **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.

	<b>OTHERS</b> Social development	<b>MYSELF</b> Personal development
<b>Preorientation Cycle</b>	How to be a part of society	Developing one's own personality
<b>4th year</b>	<b>The right to be different</b>	<b>Rationalism and criticism</b>
	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;
<b>5th Year</b>	<b>Communication and exclusion</b>	<b>Liberty and responsibility</b>
	<p>Forms of communication :</p> <p>For example:-</p> <ul style="list-style-type: none"> <li>- speech: truth and lies</li> <li>- media: information or manipulation; publicity, propaganda.</li> <li>- modern methods of communication: getting nearer or further away</li> <li>- communication of conscience: sympathy</li> </ul> <p>Absence of communication :</p> <p>For example:-</p> <ul style="list-style-type: none"> <li>- conflict, antipathy, violence, hatred</li> <li>- stereotypes, prejudice</li> <li>- racism, xenophobia, antisemitism</li> </ul> <p>Forms of exclusion.</p> <p>For example:-</p> <ul style="list-style-type: none"> <li>=&gt; economic</li> <li>=&gt; social</li> <li>=&gt; cultural</li> </ul>	<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>

	<b>OTHERS</b> Social development	<b>MYSELF</b> Personal development
<b>Orientation Cycle</b>	Democracy and citizenship	Ethical principles and personal projects
6th year	<b>Democracy and citizenship</b>	<b>Science, technology and ethics</b>
	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	<b>Threats to democracy</b>	<b>Values for my present and future life</b>
	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.