Irish Education Concerns (incl. RSE and SPHE)

NWC Feedback on the Draft Primary Curriculum	Link to our comprehensive feedback rejecting the draft Primary Curriculum which we rejected as not fit for purpose and being harmful for young learners due to the Social Justice, Climate and proposed method of teaching (Critical Pedagogy).	https://51c8b539-ce1b-481f-8c73-ffb7f6b417d8.filesusr.com/ugd/0b5a92_d4c9397e5ada48cfaf3feb6fe702fbc2.pdf
Like Lambs to the Slaughter	The New Aistear Curriculum - How the governemnt intends to sacrifice our babies and toddlers at the altar of social justice.	https://progressingoffthecliffsedge.substack.com/p/like-lambs-to-the-slaughter
A Wolf in Sheep's Clothing?	Uncovering the Influence of Dr Jones Irwin in the Redevelopment of the Primary Curriculum	https://progressingoffthecliffsedge.substack.com/p/a-wolf-in-sheeps-clothing
Radicalising the Curriculum: The Rise of Critical Race Theory in Irish Education?	Every Irish student will soon be taught about their white privilege, unconscious racism, and how to be an ally	https://progressingoffthecliffsedge.substack.com/p/radicalising-the-curriculum-the-rise
Unpacking the statement by Dr. Aoife Neary to the Joint Committee on Education and Skills	This statement by Dr. Neary is hugely significant in the context of the development of the revised Junior Cycle SPHE curriculum, and we can see just about every aspect of the points Dr. Neary makes in her statement, appear in the both the final curriculum, and the way it is taught (the pedagogy).	https://eugenegarvin.substack.com/p/statement-by-dr-aoife-neary-to-the
Education for Sustainable Development Is Not Education - It is agenda driven advocacy, indoctrination framed as pedagogy.	Genuine education cultivates critical thinking, rationality, open inquiry, factual mastery, and the ability to evaluate competing evidence and arguments independently. It equips individuals to question assumptions, including those of their teachers or prevailing ideologies. Indoctrination (or advocacy/propaganda in educational guise) seeks to instil specific beliefs, values, attitudes, and behaviours, often uncritically, toward a predetermined end. ESD is the latter.	https://eugenegarvin.substack.com/p/educations-for-sustainable-development
The Colonisation of the Irish Curriculum: Part I	Ireland is no stranger to colonisation. Today, rather than raiders stealing silver chalices from monasteries, plundering resources and grabbing land, a soft colonisation is underway involving the implantation of gender identity theory throughout the Irish education system.	https://genspect.org/the-colonisation-of-the-irish-curriculum-part-i/
The Colonisation of the Irish Curriculum: Part II	In Part I of this series, we explored how gender ideology was exported from foreign NGOs into Irish classrooms. It has morphed into an ideological drive that sees the contested theory of gender identity presented uncritically across all levels of the Irish education system.	https://genspect.org/the-colonisation-of-the-irish-curriculum-part-ii/
Gender Ideology and the Breakdown of the Chain of Trust in Irish Education: P1	Web article from Genspect covering the introduction of Gender Identity in Irish schools as long ago as 2012.	https://genspect.org/gender-ideology-and-the-breakdown-of-the-chain-of-trust-in-irish-education-part-1/
Gender Ideology and the Breakdown of the Chain of Trust in Irish Education: P2	Web article from Genspect out-lining how the introduction of the new NCCA RSE/SPHE curriculum and the HSE Busy Bodies text were heavily influenced by ideologically driven NGOs and without any regard to child safeguarding.	https://genspect.org/gender-ideology-and-the-breakdown-of-the-chain-of-trust-in-irish-education-part-2/
Myself as an SPHE teacher - What makes a safe SPHE classroom?	Includes "What is said in the group/class stays in the group, and this is true for the teacher too. "	https://curriculumonline.ie/getattachment/d9af8a05-c8b6-4207-b3d2-e5efcfcff9d4/Myself-as-an-SPHE-teacher-what-makes-a-safe-SPHE-classroom_July-23_ef1.pdf?lang=en-IE
Opening statement by Dr. Aoife Neary to the Dail Committee on Education from 2018	This address by Dr. Neary is insightful in terms of what is to come: *we must take account of how fears around 'childhood innocence' act as a barrier in ways that don't account for the capabilities of children or the wants of parents. To be effective, comprehensive RSE must begin in early years — from as young as three...* and *...uncertainties around religious ethos continue to constrain RSE* .	https://data.oireachtas.ie/ie/oireachtas/committee/dail/32/joint_committee_on_education_and_skills/submissions/2018/2018-06-12_opening-statement-dr-aoife-neary-lecturer-in-sociology-of-education-university-of-limerick_en.pdf
A STATE FUNDED NGO HAS BEEN TRAINING TEACHERS TO LIE TO PARENTS ABOUT THEIR CHILDREN	The State funded NGO BeLongTo has produced a handbook for teachers and youth workers which specifically instructs those professionals to lie to parents/guardians about their children.	https://gript.ie/a-state-funded-ngo-has-been-training-teachers-to-lie-to-parents-about-their-children/
Overexposed and Under-Prepared: The Effects of Early Exposure to Sexual Content	Today, children are being sexualized earlier and earlier, in part because they are exposed to sexual material in movies, television, music and other media earlier than ever. With widespread access to the Internet, curious teens may accidentally or intentionally be exposed to millions of pages of material that is uncensored, sexually explicit, often inaccurate, and potentially harmful.	https://www.psychologytoday.com/us/blog/real-healing/201208/overexposed-and-under-prepared-the-effects-early-exposure-sexual-content
Drag pedagogy: The playful practice of queer imagination in early childhood Harper Keenan & Lil Miss Hot Mess	In recent years, a programme for young children called Drag Queen Story Hour (DQSH) has risen to simultaneous popularity and controversy. This article, written collaboratively by an education scholar and a drag queen involved in organizing DQSH, contextualizes the programme within the landscape of gender in education as well as within the world of drag, and argues that Drag Queen Story Hour provides a generative extension of queer pedagogy into the world of early childhood education.	https://www.tandfonline.com/doi/full/10.1080/03626784.2020.1864621
UNESCO Advocates for Youth Link	UNESCO web page containing a link to the AMAZE video "resources". AMAZE are part of the Advocates for Youth organisation.	https://healtheducationresources.unesco.org/organizations/advocates-youth
ANOTHER LIBRARIAN PENS OPPOSITION TO SEXUALLY EXPLICIT BOOKS IN TEENS SECTION	Gript Media article highlighting a whistleblowing librarian on the topic of over sexualised books in the children's section of public libraries.	https://gript.ie/another-librarian-pens-opposition-to-sexually-explicit-books-in-teens-section/
WHO Standards for Sexuality Education in Europe	These are the main standards that have driven the updated curriculum. These are very often quoted back to parents in response to concerns that are raised on specific content items. See pages 38-39 for the horrifying standards in relation to 0-4 year olds.	https://www.bzga-whocc.de/en/publications/standards-for-sexuality-education/
UNESCO International technical guidance on sexuality education: an evidence-informed approach	This is the UNESCO 2018 guidance document on sexuality education.	https://unesdoc.unesco.org/ark:/48223/pf0000260770
Comprehensive Sexuality Education: A (Critical) Review of UNESCO and WHO Standards	A critical review of the WHO and UNESCO Comprehensive Sexuality Education Standards.	https://safeschoolsallianceuk.net/wp-content/uploads/2023/04/Comprehensive-Sexuality-Education-A-Review-of-UNESCO-and-WHO-Standards.pdf
MCC - Sexualising children? - The rise of Comprehensive Sexuality Education	Today, a new paradigm has emerged, called Comprehensive Sexuality Education (henceforth, CSE). As the name suggests, it is both more thorough than previous ideas (comprehensive) and also wider reaching (it now focuses on the broader concept of 'sexuality' rather than just 'sex'). CSE amounts to a powerful moral intervention into the lives of children around the world that happens as a routine part of the school day. Lessons aim to shape children's attitudes and values in the most intimate sphere of their lives. The goal is to bring about social change.	https://brussels.mcc.hu/uploads/default/0001/01/5af421de2164389456d75fa542b8b1baa859bc02.pdf