

Curriculum Intent, Implementation and Impact 2022-2023

Subject: Philosophy and Ethics

Year group: 9

Periods per fortnight: 1

INTENT:

The core purpose of Philosophy and Ethics at The Buckingham School is human development. By giving students valuable insights into the diverse beliefs and opinions held by people today, Philosophy and Ethics helps with students' own personal development and supports an understanding of the spiritual, moral, social and cultural questions that surface again and again in their lives. Philosophy and Ethics encourages us to explore and challenge our assumptions about what we are, how we think, and the nature of the world around us. Philosophy and Ethics provides opportunities to investigate a major and distinctive dimension of what it means to be a person: the search for meaning, purpose and value in a wondrous but also often confusing and sometimes threatening world. In Philosophy and Ethics lessons, students take the methods and tools of philosophical and ethical enquiry and apply them to contemporary beliefs and values, and key issues facing the world today. How we live has a big impact on others, in terms of the relationships we cultivate, the behaviours we adopt or avoid, and the principles we choose to live by.

There are two educational purposes to Philosophy and Ethics education at The Buckingham School, both in support of its core purpose of human development. Firstly, so that students can learn more about themselves and their place in the world from their study of religion and worldviews. Secondly, so that they can learn about religions and worldviews which have influenced the lives of millions of people and heavily influenced the development of different human cultures. These two purposes work together in order to help create well-rounded individuals who challenge stereotypes, promote cohesion and reject extremism. Philosophy and Ethics does important work encouraging young people to value themselves and the communities in which they live.

IMPLEMENTATION:

| Term | Topics studied Add dates and any assessments included | Extended learning opportunities (homework, controlled assessments, field work, trips etc.) | How parents could support students |
|-----------------------------|--|--|---|
| Autumn Term 14 weeks | <p><u>Does Science Prove Religion is Wrong?</u> Key content:</p> <ul style="list-style-type: none"> • What do religions teach about the existence of the universe and the origins of life? • What do scientists say? • Does it have to be religion v science? • Why do some religious believers and some scientists disagree so vehemently? • What about religious scientists: how can they accept religious beliefs and scientific theories? • Why is there something rather than nothing? <p>Extended writing practice opportunities: Lesson 2 – Role-play script</p> | <p><u>Interleaving Opportunities</u> The question of 'Why is there something rather than nothing revisits the concept of the existence of God that is covered in Year 7 Unit 1 Lesson 2 'Does God Exist?' and is considered again in greater depth in Year 11 Unit 2 Lesson 1 'Does God Exist?'</p> | <p><u>Does Science Prove Religion is Wrong?</u></p> <ul style="list-style-type: none"> • Discuss the topics with students • Encourage students to carry out wider reading around the topics to further their knowledge |

| | | | |
|------------------------------------|--|---|---|
| | | | |
| <p>Spring Term</p> <p>12 weeks</p> | <p><u>What Responsibility Do We Have For the World Around Us?</u></p> <p>Key content:</p> <ul style="list-style-type: none"> • What do the religious teachings say about our responsibility for the world? • What are non-religious views? • What gets in the way of people living up to their beliefs and ideals about environmental conservation and responsibility? • What are human rights and where do they come from? • What do the religions teach about how we should treat other people? • Why should we be concerned about creating a fairer world and greater equality? <p>Extended writing practice opportunities: Lesson 2 – ‘How far’ extended answer Lesson 5 – Speech writing</p> | <p><u>Interleaving opportunities</u></p> <p>The question of ‘What do the religions teach about how we should treat other people?’ revisits the concept of the origins of morality that is covered in Year 8 Unit 1 Lesson 1 ‘What does Christianity teach about how we should live?’, Year 8 Unit 1 Lesson 2 ‘What do Buddhism and Sikhism teach about how we should live? and Year 8 Unit 2 Lesson 2 ‘How do Buddhists and Christians respond to other religions?’</p> <p>The question of ‘Why should we be concerned about creating a fairer world and greater equality?’ revisits the question of how to create a better world that is covered in Year 7 Unit 1 Lesson 5 ‘Would the world be a better place if nobody believed in God?’, Year 8 Unit 1 Lesson 5 ‘Would the world be a better place if everybody obeyed the law? and Year 8 Unit 1 Lesson 8 ‘Is Utopia possible or desirable?’</p> | <p><u>What Responsibility Do We Have For the World Around Us?</u></p> <ul style="list-style-type: none"> • Discuss the topics with students • Encourage students to carry out wider reading around the topics to further their knowledge |
| <p>Summer Term</p> <p>12 weeks</p> | <p><u>Is Religion Still Relevant?</u></p> <p>Key content:</p> <ul style="list-style-type: none"> • Why are some people religious? • Do we need religion to make sense of the world? • Many people think that religion seems to cause so much war, suffering and intolerance; what do you think? • How far is religion a positive or negative influence in the world? • Would the world be a better place without religion? • Overview of KS3 | <p><u>Interleaving opportunities</u></p> <p>The question of ‘Do we need religion to make sense of the world?’ revisits the concepts present in Year 7 Unit 1 Lesson 1 ‘Would the world be a better place if nobody believed in God?’ and Year 7 Unit 1 Lesson 8 ‘Can life still have meaning if God does not exist?’</p> <p>The question of ‘Many people think that religion seems to cause so much war, suffering and intolerance; what do you think?’ revisits the concepts present in Year 8 Unit 2 Lesson 3 ‘Do religious beliefs divide people more than unite them?’, Year 8 Unit 2 Lessons 4 and 5 ‘How is religion causing conflict around the world?’, Year 10 Unit 3 Lesson 4 ‘Does Judaism promote conflict or harmony?’ and Year 10 Unit 3 Lesson 5 ‘Does Islam promote conflict or harmony?’</p> <p>The questions of ‘How far is religion a positive or negative influence in the</p> | <p><u>Is Religion Still Relevant?</u></p> <ul style="list-style-type: none"> • Discuss the topics with students • Encourage students to carry out wider reading around the topics to further their knowledge |

| | | | |
|--|--|--|--|
| | | world?' and 'Would the world be a better place without religion' revisit the concepts present in Year 7 Unit 1 Lesson 5 'Would the world be a better place if nobody believed in God?', Year 7 Unit 1 Lesson 8 'Can life still have meaning if God does not exist?' Year 8 Unit 2 Lesson 3 'Do religious beliefs divide people more than unite them?' and Year 8 Unit 2 Lessons 4 and 5 'How is religion causing conflict around the world?' | |
|--|--|--|--|

IMPACT:

- All of our students at The Buckingham School are supported in becoming well-rounded individuals.
- All students have a sound knowledge and understanding of the beliefs and customs of major world religions, and Christianity, Sikhism and Buddhism in particular.