

Curriculum Intent, Implementation and Impact 2022-2023

Subject: Philosophy and Ethics

Year group: 10

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>Religion, Identify and Life Issues</u> Key content:</p> <ul style="list-style-type: none"> • What does Judaism teach about the sanctity of life? • What does it mean to be human? • What happens when we die? • Does death make life more meaningful? • Should everybody have the right to choose when they die? • Is abortion always wrong? • Is it always right to create life? • Is it ever right to experiment on animals? • Should the UK bring back the death penalty? 	<p><u>Interleaving Opportunities</u></p> <p>The question of 'What does it mean to be human?' was first considered in the Year 7 unit of the same name.</p> <p>The question of 'What happens when we die?' was first considered in Year 7 Unit 1 Lesson 5.</p> <p>The question of 'Is it ever right to experiment on animals?' revisits the concept of environmental responsibility that was covered in Year 9 Unit 2 Lesson 1 'Why is there a World Sikh Environment Day?', Year 9 Unit 2 Lesson 2 'Do the Abrahamic religions agree about environmental responsibility?' and Year 9 Unit 2 Lesson 3 'Do humanists believe we have responsibility for the world?'</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>Extended writing practice opportunities: Lesson 4 – Writing a eulogy Lesson 8 – Writing a letter Lesson 9 – ‘How far’ extended answer</p>		
<p>Spring Term 12 weeks</p>	<p><u>Religion and Family</u> Key content:</p> <ul style="list-style-type: none"> • Why do many religions have birth ceremonies? • What do Christians believe about the role of the family? • What do Jews believe about the role of the family? • What do Muslims believe about the role of the family? • How does religion influence Christian family life? • How does religion influence Jewish family life? 	<p><u>Interleaving opportunities</u> The question of ‘Why do many religions have birth ceremonies?’ revisits the concept of worship from Year 7 Unit 3 (all lessons).</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 12 weeks</p>	<p><u>Religion and Community</u> Key content:</p> <ul style="list-style-type: none"> • How do we combat prejudice and discrimination? • Is diversity something to be celebrated? • What role do celebrations play in holding communities together? • How do religious leaders influence communities? • How are religion and belief portrayed in the media? 	<p><u>Interleaving opportunities</u> The question of ‘How do we combat prejudice and discrimination?’ revisits the concepts from 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 1 Lesson 2 ‘Do we need religion to tell us the difference between right and wrong?’</p> <p>The question of ‘What role do celebrations play in holding communities together?’ revisits the concept of worship from Year 7 Unit 3 ‘Do worship and prayer serve any purpose?’</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

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 and Judaism in particular.