



Curriculum Implementation Core Philosophy and Ethics, Key Stage 4

Key Concepts Taught



- Comparisons between science and religious viewpoints regarding the creation of the world and views towards the environment are taught, as well as modern views towards human rights and social justice in the modern world.
- Views towards war and peace are studied along with a more in-depth study of the ethical dilemmas behind the Holocaust and views towards crime, criminals, and different forms of punishment.
- Laws regarding, and views towards, medical ethics such as abortion and euthanasia are studied and compared along with different theories regarding the meaning of life and what happens after death.
- These concepts are taught through teacher-led learning, comparisons of religious and secular ideas, creation of articles, online research and in-class discussions and debates.

How You Receive Feedback



- Self-assessment.
- Peer assessment.
- Formative assessment once a term.
- Verbal feedback.





How do Lessons Link to Key Concepts



- Year 9 compare religious and secular views towards the creation of the world and the treatment of the environment, before looking at the way differing societies have formed rights over time and the evolution of the social justice movement, including ideas of poverty and wealth and how individuals in either of these brackets should be treated.
- Year 10 look at case studies of different wars throughout history and how opinion to these has changed over time, as well as different views and theories towards war such as the just war theory and pacifism. Students also study life before the Holocaust, during the events for victims, and the aftermath of genocide before going on to look at different reasons for crime and views towards the treatment of criminals including the death penalty.
- Year 11 students begin by looking at the sanctity of life and when different individuals and groups believe life begins before comparing worldwide laws and views relating to abortion and euthanasia. Students then compare views as to the meaning of life, whether quality of life decides whether an individual should live or not, and religious and secular views towards life after death.





**How we get
Support with our
Lessons**



- Modelling.
- Scaffolding.
- Peer support.
- Writing frames/sentence starters.
- Guided support for individual students.

**Retrieval Practice
Opportunities /
Supporting Ways
to Help us
Remember**



- Recall (complete the sentence using key word/blanks used as starters to link to previous lessons or already-existing prior knowledge).
- Recollection (assimilating information from multiple lessons to complete discussion and debate-style activities).
- Recognition (quizzes relating to secular laws and religious viewpoints).

**Opportunities for
Literacy**



- New key terms written in books every lesson on "key word sheet".
- Extended writing tasks.
- Preparation and delivery of speeches/ court case statements/ discussions/ debates.

**Opportunities for
Numeracy**



- Analysing data and graphs.





Opportunities for Oracy



- Discussions in lessons.
- Debates in lessons.
- Court case style lesson.
- Consistent verbal answers and ideas.

Opportunities for Character Education



- Respect and understanding other student's values/opinions.
- Exploration of the beliefs and practices of societies, cultures and religions that may differ from their own.
- Formation of own opinions on varying topics.

Opportunities for SMSC



- Studying other religious views and cultural views from around the world towards ethical and morality-based scenarios.

Opportunities for Assessing Learning



- Quizzes.
- A variety of termly assessments, discussions, debates and a court case scenario.





Inclusion and Diversity



- The beliefs of the six major world religions with reference to the topics made to other world religions when looking at creation and treatment of the world, as well as views towards the sanctity of life and life after death.
- Prejudice and discrimination, with a particular focus on the Holocaust, is studied.
- Individuals that have shown opposition to societal norms, such as those that showed resistance during the Holocaust or the idea of John Scopes going against the law regarding the teaching of evolution in the USA in 1925.
- The role of overt and covert racism within the criminal justice system and poverty worldwide.

