

Philosophy and Ethics Curriculum overview

Aim: the purpose of this document is to chart the philosophy and ethics curriculum across Key Stage 4, incorporating the Key Concepts and the Golden Threads from the Living Difference IV, the agreed Local Authority syllabus for Religious Studies.

The Golden Threads are: Special, Love, Belonging and Community

Key concepts: celebration, care, creation, devotion, equality, freedom, gift, good and evil, hope, identity, interpretation, journey's end, justice, light, message, new life, peace, poverty, remembering, storytelling, thanking, welcoming, wisdom.

	YEAR 10	YEAR 11
IT/Business Studies	(Business): Students look at employment law including the Equality Act 2010, rights to a contract, holiday and Minimum Wage Act.	(Business): Students learn about ethical and environmental considerations in Business. We discuss what is morally right and wrong, child labour, sweatshops etc and discuss impact on the business. (CS) – Software security & Threats (CS) – Ethical & Cultural issues such as Artificial Intelligence, sustainability, impact of computing on society as a whole. (CS) – Legal acts such as Copyright, Data protection Act, the Computer Misuse Act. (CS) – E-Waste and the environmental impacts of Computing
English	- Students discuss and explore themes of revenge, greed, ambition and loyalty through 'Macbeth' - Students are encouraged to share their voice on a topic of interest to them (environment/gender rights/education/government etc.), supported by listening and reading other public speakers - Students discuss and explore duality of human nature, morals and ethics through 'DJMH' and personal relationships, trust and personal independence and self-worth through 'Jane Eyre' - Students are encouraged to explore character and how our environment (class/age/wealth/job/family) helps define us through narrative writing	- Through English Language exam, students explore variety of themes through fiction and non-fiction extracts as well as explore their own voice through creative and viewpoint writing - Through English Language exam, students explore variety of themes through fiction and non-fiction extracts as well as explore their own voice through creative and viewpoint writing - Lessons are structured around different 'Big Ideas' (wealth/parenthood/responsibility/bravery/honour etc.) and allow students the chance to engage with a range of stimulus and ideas, thus encouraging debate and creative work, all within the remit of revision - Lessons are structured around different 'Big Ideas' (wealth/parenthood/responsibility/bravery/honour etc.) and

	- Students discuss and explore themes of personal responsibility, society and greed in 'An Inspector Calls' - Students look at issues such as war, power, grief, revenge and bravery through Conflict poetry and descriptive writing tasks.	allow students the chance to engage with a range of stimulus and ideas, thus encouraging debate and creative work, all within the remit of revision
Science	- Advantages and disadvantages of stem cells - Advantages and disadvantages of the human genome project - Development of drugs - Impacts of humans on global warming and atmospheric pollutants - Advantages and disadvantages of renewable and non-renewable methods of generating electricity	- Advantages and disadvantages of embryo screening - Advantages and disadvantages methods of fertility - Advantages and disadvantages of cloning - Advantages and disadvantages of genetic engineering - Advantages and disadvantages of selective breeding - Causes of extinction - Impacts of humans on biodiversity - Impacts of humans on land use - Food security - Advantages and disadvantages of intensive farming - Overfishing - Carbon footprint
History	- The Making of America 1789-1900 Pupils examine the moral and ethical issues surrounding slavery, the Civil War and the treatment of the indigenous Native Americans - The Norman Conquest Pupils examine the nature of Anglo-Saxon society and judge whether it was a 'Golden Age', destroyed by the oppressive rule of the Normans - Local study - Portchester Castle This includes the study of differing attitudes held by white prisoners towards black prisoners from French colonies during the Napoleonic Wars	- Public Health in Britain – 1250-2000 Pupils examine the issue of how Public Health came to be a moral imperative for 20th century governments; including the provision of Welfare and the NHS, as compared to the Laissez-Faire approach taken prior to the mid-19th century - Revise and review Nazi Germany Pupils study anti-Semitism in Germany and the Holocaust

Geography	• Hazard management - Morals of where to locate coastal defences for typhoon management - wealth divide • Food production - morality behind agribusiness vs organic farming. We discuss global imbalances in food production and access to food, comparing calorie intake. • Climate change - how are actions impact on others around the globe, can we tell/ dictate to other nations how to live • Urban development - developing run down areas in the UK, Gentrification and loss of local identity, forcing local people and culture out • Migration - linking Bristol with the slave trade, looking at it now has it benefited the multicultural heart of Bristol from something so negative and morally wrong.	• Tropical rainforests - Purchasing of products that use palm oil leading to the destruction of the rainforest. Can we stop local people destroying the rainforest in order for them to have a better life? • Nigeria development - what costs to the environment, poverty vs environmental concerns? Man, vs nature which is more important to save. • River management - who gets the protection and why? Industry over housing? Based on value or history?
Music/ Drama	Year 10/11 Music Technology – real world digital music experience. GCSE Drama further development of personal performing skills and associated challenges – confidence building etc	
Art	• Safe use of the internet and social media for research. Who owns work, how do we define what is our own creation? • Self-identify and body image • Self-Identity workshops and conceptual development. What is identity, how do we define it? Work questions many aspects from gender to nationality. We also look at whether art is the act of creation or the artefact produced. What happens if it's temporary, can a visual record stand in its place.	• Gallery visits. Why do we make art? What is its purpose. This will very much depend on the gallery we visit. • How do artists make money? Understanding influences and plagiarism.
Tech	KS4 Design Technology (Graphics, Textiles, Electronics, Timbers) • The impact of new and emerging technologies • Sustainability: a) transportation costs b) pollution c) demand on natural resources d) waste generated. • Culture: a) population movement within the EU b) social segregation/clustering within ethnic minorities. • Environment: a) pollution b) waste disposal c) materials separation d) transportation of goods around the world e) packaging of goods.	

	• How the critical evaluation of new and emerging technologies informs design decisions; considering contemporary and potential future scenarios from different perspectives, such as ethics and the environment • Ethical perspectives when evaluating new and emerging technologies: a) where it was made b) who was it made by c) who will it benefit d) fair trade products. • Environmental perspectives when evaluating new and emerging technologies: a) use of materials b) carbon footprint c) energy usage and consumption during manufacture and transportation d) life cycle analysis (LCA). Food Preparation and Nutrition • Environmental impact and sustainability of food • Food Sources -Where and how ingredients are grown, reared and caught. • Food and the environment -Environmental issues associated with food. • Sustainability of Food • The impact of food and food security on local and global markets and communities. • Factors affecting Food choice -To know and understand factors which may influence food choice -Food choice related to religion, culture, ethical and moral beliefs and medical conditions.	
PE	• Confidence in leadership – officiating and coaching younger students. • Code of conduct in place for how students should behave during fixtures, this includes things like not questioning officials, playing to the rules of the games and showing good sportsmanship at the end of the games by shaking hands, nominating player of the match etc.	• Confidence in leadership – officiating and coaching younger students. • Developing a passion for physical activity for continued well-being post 16. • Sports prefects helping out at Extracurricular clubs. • Code of conduct in place for how students should behave during fixtures, this includes things like not questioning officials, playing to the rules of the games and showing good sportsmanship at the end of the games by shaking hands, nominating player of the match etc.
RS	Christianity: Beliefs, teaching and practices. Key beliefs. The nature of God: God as omnipotent, loving and just, and the problem of evil and suffering, the oneness of God and the Trinity: Father, Son and Holy Spirit. Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3). Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell. Jesus Christ and salvation, beliefs and teachings about: the incarnation and Jesus as the Son of God; the crucifixion, resurrection and ascension; sin, including original sin; the means of salvation,	Theme E: Religion, Crime and Punishment. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: • Corporal punishment. • Death penalty. • Forgiveness. Religion, crime and the causes of crime

	including law, grace and Spirit; the role of Christ in salvation including the idea of atonement. Different forms of worship and their significance: liturgical, non-liturgical and informal, including the use of the Bible; private worship. Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer. The role and meaning of the sacraments: the meaning of sacrament; the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism. The sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning. The role and importance of pilgrimage and celebrations including: two contrasting examples of Christian pilgrimage: Lourdes and Iona; the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today. The role of the church in the local and worldwide community. The role of the Church in the local community, including food banks and street pastors. The place of mission, evangelism and Church growth. The importance of the worldwide Church including: working for reconciliation; how Christian churches respond to persecution; the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund. Islam: Beliefs, teachings and practices. Key Beliefs: The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences. Tawhid (the Oneness of God), Qur'an Surah 112. The nature of God: omnipotence, beneficence, mercy, fairness and justice/Adalat in Shi'a Islam, including different ideas about God's relationship with the world: immanence and transcendence. Angels, their nature and role, including Jibril and Mika'il. Predestination and human freedom and its relationship to the Day of Judgement. Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell. Authority: Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad. The holy books: Qur'an:	• Good and evil intentions and actions, including whether it can ever be good to cause suffering. • Reasons for crime, including: poverty and upbringing, mental illness and addiction, greed and hate, opposition to an unjust law. • Views about people who break the law for these reasons. • Views about different types of crime, including hate crimes, theft and murder. Religion and punishment • The aims of punishment, including: retribution, deterrence, reformation. • The treatment of criminals, including: prison, corporal punishment, community service. • Forgiveness. • The death penalty. • Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life. Theme F: Religion, Human Rights and Social Justice They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: • Status of women in religion. • The uses of wealth. • Freedom of religious expression. Human rights • Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals. • Issues of equality, freedom of religion and belief including freedom of religious expression. • Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others. • Social justice. • Racial prejudice and discrimination.
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revelation and authority; the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority. The imamate in Shi'a Islam: its role and significance. Worship: Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam (students should study the Five Pillars and jihad in both Sunni and Shi'a Islam and the additional duties of Shi'a Islam). Shahadah: declaration of faith and its place in Muslim practice. Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer: Jummah; key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer. Duties and festivals: Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1-5. Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam. Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance. Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad. Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura. Thematic Studies: Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. Theme A: Relationships and Families They must be able to explain contrasting beliefs on the following three issues with reference to the	• Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice. Wealth and poverty • Wealth, including: the right attitude to wealth, the uses of wealth. The responsibilities of wealth, including the duty to tackle poverty and its causes. • Exploitation of the poor including issues relating to: fair pay, excessive interest on loans, people-trafficking. • The responsibilities of those living in poverty to help themselves overcome the difficulties they face. • Charity, including issues related to giving money to the poor.
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main religious tradition in Britain (Christianity) and one or more other religious traditions: • Contraception. • Sexual relationships before marriage. • Homosexual relationships. Sex, marriage and divorce: • Human sexuality including: heterosexual and homosexual relationships. • Sexual relationships before and outside of marriage. • Contraception and family planning. • The nature and purpose of marriage. • Same-sex marriage and cohabitation. • Divorce, including reasons for divorce, and remarrying. • Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. Families and gender equality • The nature of families, including: the role of parents and children, extended families and the nuclear family. • The purpose of families, including: procreation, stability and the protection of children, educating children in a faith. • Contemporary family issues including: same-sex parents, polygamy. • The roles of men and women. • Gender equality. • Gender prejudice and discrimination, including examples. Theme D: Religion, Peace and Conflict They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: • Violence. • Weapons of mass destruction. • Pacifism. Religion, violence, terrorism and war	
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	• The meaning and significance of: peace, justice, forgiveness, reconciliation. Violence, including violent protest. Terrorism. • Reasons for war, including greed, self-defence and retaliation. • The just war theory, including the criteria for a just war. • Holy war. • Pacifism. Religion and belief in 21st century conflict • Religion and belief as a cause of war and violence in the contemporary world. • Nuclear weapons, including nuclear deterrence. • The use of weapons of mass destruction. • Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. • Religious responses to the victims of war including the work of one present day religious organisation.	
MFL	• What are you looking forward to/worrying about in the new school year? • Cultural development around celebrations in other countries. • Communication skills. • Talking about relationships; friendship, family and future partnerships. • Healthy lifestyle, including eating habits and use of social media.	• Revising cultural knowledge around celebrations in other countries. • Environmental and societal issues, such as poverty and homelessness and what we can do to help. • World of work and talking about your wishes/plans for your career.
Plus Program	• Year 7: Introduction to Philosophy – constructing an argument, identifying fallacies (e.g. bias in the media), Plato’s views on democracy. • Year 8: Introduction to Political Theory – how ‘the state’ ensures the rule of law and protects individual freedoms, how the UK political system works, how to ensure the elimination of systemic inequality and create equality within our society.	• Year 10: Higher Project Qualification. In association with Andover College – pupils have the opportunity to work with tutors from the college to plan, research and create an extended presentation aimed at educating their peers. Topics could include: contemporary social issues, modern and historical events, seminal world literature.

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| | <ul style="list-style-type: none">• Year 9: Introduction to Economics – How to compare and critique global economic systems, how to critically examine modern economic systems, how to consider solutions for global wealth inequality. | |
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