

PHILOSOPHY & ETHICS

CURRICULUM MAP



Our subject vision: Explore what people believe and what difference this makes to their lives

Aspiration	<p>Our Philosophy and Ethics curriculum provides an opportunity to understand religious and moral beliefs, actions and choices that exist in today's world, supporting our students' wider social, moral, spiritual and cultural development (SMSC).</p> <p>It allows students to recognise why and how people make certain decisions which affect themselves and the world around them.</p> <p>Knowledge:</p> <ul style="list-style-type: none">Students study the main religious faiths in year 7, investigating themes such as key beliefs, holy books, special places and symbology.In years 8 and 9 students investigate themes such as rites of passage, forgiveness, challenges to religion and medical ethics. Students consider religious perspectives of these themes throughout year 8 and 9. <p>Skills:</p> <p>Students will learn to use a range of transferrable skills during KS3 such as debate, analysis and evaluation which they can apply to their other subjects and will give them a secure basis for KS4.</p> <p>Understanding:</p> <p>Philosophy and Ethics supports our students to pursue a personal quest for meaning, purpose and value.</p>
Opportunity	<p>Within the classroom:</p> <p>Philosophy and Ethics encourages students to develop their own character by looking at that of others and underpins the growth of tolerance, respect, and curiosity.</p> <p>We believe that it is every child's right to develop a thorough understanding of the ideas that have shaped, and continue to shape, our world especially as we move further into the 21st Century.</p>
Integrity	<p>Knowledge:</p> <p>Philosophy and Ethics provides an understanding of the nature, role and influence of different religions, traditions, beliefs and lifestyles in the world.</p> <p>We analyse holy texts from various faiths to understand the basis and origin of religious perspectives.</p> <p>Skills:</p> <p>Students formulate reasoned opinions and arguments in relation to controversial issues and truth claims. Students will work independently, in pairs and groups to reach conclusions on the range of issues covered across the curriculum.</p> <p>Understanding:</p> <p>Develop understanding of and respect for different beliefs and lifestyles.</p> <p>Students demonstrate empathy to and interpretation of presented concepts and scenarios to scrutinise the world around them to better understand their role within it.</p>

Key assessment objectives:

Students are assessed on their ability to:

- Identify, describe, explain and evaluate a range of opinions and beliefs
- Use religious texts appropriately to support their points
- SPaG will also be assessed per the whole school literacy marking policy.

How this document works:

This Curriculum Map will show you everything we do in Philosophy and Ethics. It shows the learning journey from year 7 to year 9, demonstrating links and connections between topic content.

If you have any further questions, contact Mr A Nobbs anobbs@fitzharrys.school



SUBJECT CURRICULUM MAP: KS3

Does religion make evil and suffering easier to bare?

- Summary of key content
- The problem of Evil
 - Suffering
 - Christian and Buddhist responses to evil

Crime and Punishment- does religion matter?

- Summary of key content
- Laws
 - Police
 - Punishment

Religion makes the world a more peaceful place- is this true?

- Summary of key content
- Pacifism
 - War
 - The UN

Does religion play a role in medical ethics?

- Summary of key content
- Animal experimentation
 - Genetic engineering
 - Euthanasia

Assessments:

- 1 x Framed task per topic
 - 1 x other assessed piece of work per topic
- Retrieval, key vocab, questioning, etc through every topic

Are science and religion compatible?

- Summary of key content
- Creation
 - Design
 - Causation

What challenges exist to religion today?

- Summary of key content
- Atheism
 - Secularism
 - Humanism

**Year
9**

What does freedom and justice mean in religion?

- Summary of key content
- What is Freedom?
 - What is Justice
 - Human Rights
 - Non-violent protest

Death: is it an end or a beginning?

- Summary of key content
- Evaluating Life after Death
 - Non-religious views
 - Religious views

Is charity a necessary part of being religious?

- Summary of key content
- Causes and effects of poverty
 - Religion and wealth
 - Religion and charity

Assessments:

- 1 x Framed task per topic
 - 1 x other assessed piece of work per topic
- Retrieval, key vocab, questioning, etc through every topic

What are key Sikhi beliefs?

- Summary of key content
- The foundations of Sikhism
 - Festivals and places
 - Symbols and meaning

**Year
8**

Inequality- does religion cause or reduce it?

- Summary of key content
- Prejudice and discrimination
 - Racism
 - Gender and Sexuality

How far does religion support family life?

- Summary of key content
- Family life in the UK
 - Religion and family life
 - Family time

Religious rites of passage- do they matter?

- Summary of key content
- Rites of Passage
 - Birth
 - Coming of Age

What are key Islamic beliefs?

- Summary of key content
- The existence and nature of Allah
 - Mohammed and the Quran
 - The role of the Mosque

Assessments:

- 1 x Framed task per topic
 - 1 x other assessed piece of work per topic
- Retrieval, key vocab, questioning, etc through every topic

What are key Christian beliefs?

- Summary of key content
- The existence and nature of God
 - The Trinity
 - Jesus

What are key Buddhist beliefs?

- Summary of key content
- The foundations of Buddhism
 - Enlightenment and key teachings
 - Life of a Buddhist

What are key Jewish beliefs?

- Summary of key content:
- The existence and nature of the Almighty
 - The Messiah
 - Tenakh and Talmud

What are key Hindu beliefs?

- Summary of key content
- The foundations of Hinduism
 - Festivals and places
 - Holy documents

**Year
7**



1	Challenges to Religion
Why this?	Understanding of belief systems alternative to traditional religions
Why now?	Links to next year 9 topics, facilitating connected thinking by observing similarities and differences between alternative faiths

4	Evil and Suffering
Why this?	Understanding of the concept and existence of evil in today's world, and religious views towards it
Why now?	Links to content studied in year 8 such as inequality, facilitating connected thinking by observing beliefs within the main religions

2	Science and Religion
Why this?	Understanding of the scientific concepts related to the origins of the world
Why now?	Links to previous year 9 topic, facilitating connected thinking by observing beliefs within the main religions

5	Crime and Punishment
Why this?	Understanding of structure of laws, police and punishment in the UK
Why now?	Links to content studied in year 8 such as Freedom and Justice and previous year 9 topic, facilitating connected thinking by observing beliefs within the main religions

3	Medical Ethics
Why this?	An opportunity to discuss a range of issues that are controversial in today's world
Why now?	Links to previous year 9 topic, facilitating connected thinking by observing beliefs within the main religions

6	Peace and Conflict
Why this?	Understanding the existence and causes of war, how to achieve peace, and the role of the UN
Why now?	Links to content studied in year 8 such as Freedom and Justice and previous year 9 topic, facilitating connected thinking by observing beliefs within the main religions

1	Inequality
Why this?	Understanding how prejudice and discrimination impacts different groups in society
Why now?	Links to content studied in year 7 such as the role of religion in the community and the powers of God, facilitating connected thinking

4	Charity
Why this?	Understanding the causes and impacts of poverty and the role of religion in combatting it
Why now?	Links to content studied in year 7, such as the role of religion in the community and main beliefs, facilitating connected thinking

2	Family Life
Why this?	Understanding of the structure of modern family life in the UK and links to religion
Why now?	Links to content studied in year 7, such as the role of religion in the community and the purpose of prayer, facilitating connected thinking

5	Life after Death
Why this?	Understanding religious and secular beliefs and practices relating to life after death
Why now?	Links to content studied in year 7, such as the role of religion in the community and main beliefs, facilitating connected thinking

3	Rights of Passage
Why this?	Understanding of how important milestones are celebrated in religious and secular ways
Why now?	Links to content studied in year 7 such as the role of religion in the community and previous year 8 topic, facilitating connected thinking

6	Freedom and Justice
Why this?	Understanding the concepts of freedom and justice in today's world, both religious and secular
Why now?	Links to content studied in year 7, such as the role of religion in the community and the powers of God, facilitating connected thinking

1	What are key Hindu beliefs?
Why this?	Introducing year 7s to one of the 6 main global faiths- Hinduism
Why now?	Hinduism is the first major religion chronologically (2300-1500BC). This topic provides understanding of key concepts and beliefs, and the opportunity to make connections with other faiths

4	What are key Christian beliefs?
Why this?	Introducing year 7s to one of the 6 main global faiths- Christianity
Why now?	Christianity is the fourth major religion chronologically (C. 1 st AD). This topic provides understanding of key concepts and beliefs, and the opportunity to make connections with other faiths

2	What are key Jewish beliefs?
Why this?	Introducing year 7s to one of the 6 main global faiths- Judaism
Why now?	Judaism is the second major religion chronologically (600-500BC). This topic provides understanding of key concepts and beliefs, and the opportunity to make connections with other faiths

5	What are key Islamic beliefs?
Why this?	Introducing year 7s to one of the 6 main global faiths- Islam
Why now?	Islam is the fifth major religion chronologically (C.7 th AD).This topic provides understanding of key concepts and beliefs, and the opportunity to make connections with other faiths

3	What are key Buddhist beliefs?
Why this?	Introducing year 7s to one of the 6 main global faiths- Buddhism
Why now?	Buddhism is the third major religion chronologically (600-400BC). This topic provides understanding of key concepts and beliefs, and the opportunity to make connections with other faiths

6	What are key Sikhi beliefs?
Why this?	Introducing year 7s to one of the 6 main global faiths- Sikhism
Why now?	Sikhism is the sixth major religion chronologically (C. 16 th AD). This topic provides understanding of key concepts and beliefs, and the opportunity to make connections with other faiths