



Curriculum Map 2021–2022 Philosophy and Ethics

TERM	CONTENT AND SKILLS				
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
AUTUMN	<p>Content: An introduction to Philosophy and Ethics and the skills involved: Team work, empathy, listening, critical thinking, discussion, Listening and extended writing.</p> <p>Stewardship and Dominion: A consideration of religious perspectives on the challenges facing our environment and religious responses to them.</p> <p>Faith in action: Students reflect on the concept of faith (whether that is faith in a higher power or faith in themselves) by examining inspirational people and what faith means to them.</p> <p>The experiential dimension: Students consider the methods employed by religious believers to have an experiential relationship with God such as worship</p>	<p>Content: Looking for God. Philosophical arguments for and against the existence of God including the argument from design and the first cause argument.</p> <p>The problem of Evil: Reflections of the problem of evil and suffering and its implications for the existence of God within the context of Christianity, Islam and Hinduism. Reflection on Theodicies including the free will defence.</p> <p>Careers And Finance. Students reflect on what makes someone 'employable', quality one can develop to enhance their employability, Finding the right career, Stem Careers, understanding enterprise and entrepreneurship, using transferable skills, understanding my payslip, considering my options.</p> <p>Skills: Philosophical enquiry, critical thinking, debating,</p>	<p>Content: Personal Development: Self-esteem and Relationships, Media Messages and Body Image, Consent and contraception Accessing help and support. This unit provides the foundation of empathy upon which students can develop and more mature, complex understanding of what it means to be Ready, Respectful and Safe. Students refer back to core elements of this unit throughout the GCSE course. E.g students will reflect upon the extent to which poverty or homelessness might impact upon one's self-esteem and reflect upon the concept of 'consent' in the context of modern slavery or criminal exploitation.</p> <p>Religion, Peace and Conflict. Origins of conflict in Northern Ireland and the Middle East. Introduction to the costs of war. Introduction to Just War Theory and its use the</p>	<p>Content: Christianity Practices The nature of God Creation Jesus Christ Salvation The Afterlife. Forms of Worship: Sacraments Pilgrimage and Celebration. Christianity in Britain and the Church in the Local Community The Worldwide Church</p> <p>Skills: Philosophical inquiry, extended writing skills, generating balanced arguments.</p>	<p>Content: Ethics Theme 1 Relationships, Sexual Relationships, Issues of equality: Gender Prejudice and Discrimination: adultery, divorce, cohabitation, commitment, contraception, gender, equality, responsibilities and roles.</p> <p>Theme 2 Issues of Life and Death. The World, The Origin and Value of Human Life, Afterlife: environmental sustainability euthanasia, evolution, abortion, quality of life, sanctity of life, soul, beliefs about Death and the Afterlife.</p> <p>Skills: Constructing balanced arguments on modern ethical topics, including various views. Empathy and emotional skills.</p> <p>Personal Development:</p>

	<p>through music, prayer and meditation.</p> <p>Personal development module, examines Healthy Relationships and what constitutes bullying in its various forms. Use of acceptable terms related to sex, gender and sexuality. The aim of this unit is to ensure that students are: Ready for the personal and social expectations of high school.</p> <p>Respectful of themselves and others (particularly with regard to difference).</p> <p>Safe (confident in their knowledge of how to access help and support.)</p>	<p>developing extended writing skills, generating balanced arguments. Empathy and emotional skills.</p>	<p>evaluation of choices engage in recent conflicts. Christian and Muslim Attitudes to war including consideration of Pacifism as well as greater and lesser Jihad. Forgiveness and reconciliation. The aims of punishment and evaluation of Justice.</p> <p>Skills: Philosophical enquiry, critical thinking, debating extended writing skills, generating balanced arguments. Empathy and emotional skills.</p>	<p>Personal Development: Body Image and the Media, Gender Identity, Gender Expression and Sexuality. Healthy relationships. Contraception (and when contraception fails). The aim of this unit is to ensure that all students feel: Ready to make informed choices about their own mental, physical and emotional wellbeing. Respectful of the needs and rights of others. Safe and confident in their ability to find and access help and advice if necessary.</p>	<p>The impact of sex in the media, Managing unhealthy behaviour in relationships. Consent and coercion, Pregnancy and parenthood. . The aim of this unit is to ensure that all students feel: Ready to make informed choices about their own mental, physical and emotional wellbeing. Respectful of the needs and rights of others. Safe and confident in their ability to find and access help and advice if necessary.</p>
SPRING	<p>Hinduism: Students are introduced to Eastern Religious and Philosophical thought with an exploration of Key Hindu beliefs and practices.</p> <p>Buddhism: An introduction to Buddhism including reflection on the life of Siddhartha, the middle way, the Four Noble Truths, the eightfold path, meditation,</p>	<p>Personal Development in Year 8 Covers: Diversity in Gender and Sexuality, Romantic and Sexual Relationships, Marriage and the Law, Sexting and Peer Support. Drug Awareness (including drug, alcohol and tobacco education.) What are my goals in life and what do I have to do to achieve them?</p>	<p>Content: Religion, wealth and poverty. Relative and absolute poverty. Causes of poverty. Fair trade. Religious responses to global poverty. World debt and global finances. Occupational morality. Exploitation (with specific reference to modern slavery, grooming and County Lines. Homelessness.</p>	<p>Content: Islam The nature of Allah, Prophethood, Foundations of faith. The Five Pillars of Sunni Islam: practices in Britain and elsewhere. Ten Obligatory Acts of Shi'a Islam: practices in Britain and elsewhere. Skills: Greater knowledge and understanding of another world faith, Philosophical enquiry,</p>	<p>Content: Ethics Theme 3 Issues of Good and Evil Crime and punishment, Forgiveness, Good, Evil and Suffering: good and evil, free will, justice, morality, punishment, sin, suffering.</p>

	<p>Buddhist ethics and practices.</p> <p>Sikhism: Students explore key beliefs and practices of Sikhism and reflect upon similarities and differences with other Eastern Religious traditions.</p> <p>Skills: Critical thinking, discussion, personal reflection, skills, generating balanced arguments. Teamwork, empathy and emotional skills.</p>	<p>What is Political Authority?</p> <p>What is the difference between political parties and pressure groups? What are political parties? What do they do? Who represents us? What happens during Parliament? What other types of political systems are there around the world?</p> <p>Group work creating a Political Party.</p> <p>What different authorities do we have? What is the media? Does our media have authority over me, my family and our community? How and why religion uses the media.</p> <p>Introduction to Islam: Students explore the origins Beliefs and practices of Islam and begin to reflect upon the portrayal of Islam in the Media with links to prejudice, discrimination, tolerance and diversity</p>	<p>Salvation army, Tear fund, Christian Aid.</p> <p>Skills: Philosophical enquiry, critical thinking, debating extended writing skills, generating balanced arguments. Empathy and emotional skills.</p>	<p>modern issues of faith and belief in Britain.</p>	<p>Theme 4 Issues of Human Rights and Social Justice Prejudice and Discrimination, Issues of Wealth and Poverty: censorship, discrimination, extremism, human rights, personal conviction, prejudice, relative and absolute poverty, social justice.</p> <p>Skills: Constructing balanced arguments on modern ethical topics, including various views. Empathy and emotional skills.</p>
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<p>SUMMER</p>	<p>Content:</p> <p>Judaism: Students explore the origins, key beliefs and practices of Judaism and are introduced to Issues of prejudice and discrimination in the context of Historical examples of Anti-Semitism.</p> <p>Prejudice and Discrimination: Students develop and broaden their understanding of prejudice and discrimination in a variety of social and geographical contexts</p> <p>The Ethics of Sport Including the use of animals in sport, fair play, violence in sport, use of drugs, gender inequality and children in sport.</p> <p>Skills: Discussion, responsibility for personal health and hygiene, extended writing skills and reflection on good sportsmanship and fair play.</p>	<p>Content: Crime and Punishment. In this unit students:</p> <p>Investigate why laws are needed in society and how they impact on people's everyday lives.</p> <p>Consider a basic definition of the law</p> <p>Investigate how law-making and different parts of the justice system are interlinked</p> <p>Investigate the key differences between civil and criminal law</p> <p>Consider the various different roles involved in the criminal justice system</p> <p>Examine the age of criminal responsibility around the world and consider whether it should change in Britain.</p> <p>Consider different solutions for reducing youth crime</p> <p>Skills: Critical thinking, debating extended writing skills, generating balanced arguments. Teamwork, empathy and emotional skills.</p>	<p>Content:</p> <p>Christianity Beliefs: The nature of God Creation Jesus Christ Salvation The Afterlife. Forms of Worship: Sacraments Pilgrimage and Celebration. Christianity in Britain and the Church in the Local Community The Worldwide Church</p> <p>Skills: Philosophical enquiry, extended writing skills, generating balanced arguments.</p>	<p>Content: To complete any/revisit topics outstanding in Christianity and/or Islam unit and assess these. Begin Ethics topic I Relationships, Sexual Relationships, Issues of equality: gender prejudice and discrimination. Topics: Adultery, divorce, cohabitation commitment, contraception, gender equality responsibilities, and roles. Skills: Ethical enquiry into modern moral issues.</p>	<p>Content: Revision for all topics and preparation for final exams.</p>
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