

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

PHILOSOPHY AND ETHICS

Key Stage 3

	Spiritual Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. Students develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.	Moral Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. Students develop the knowledge/skills necessary to make responsible moral decisions.	Social Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.	Cultural Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.	Personal development Examples specifically related to: Healthy relationships/ friendships Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence
Year 7	<p>Exploring Buddhism, Hinduism, Sikhism, Judaism and Christianity to see what we can take from them and apply</p> <p>Looking at 'Wealth and Poverty', evaluating how materialistic we are and our dependence on 'things'.</p> <p>'Faith In Action' and seeing how faith can inspire and support us.</p>	<p>Learning to respect 'Individuality'</p> <p>Understanding the concept of 'Tolerance' – how tolerant are we?</p> <p>Ethics in sport module, exploring our own sense of right and wrong, trying to understand other people's ethics may differ to ours.</p>	<p>Personal development module, examines Healthy Relationships and what constitutes bullying and its various forms. Use of acceptable terms related to sex, gender and sexuality</p> <p>Looking the at the role of the 'church in the community' and what the church means</p>	<p>Christianity module looking at 'Christian Values' and principles</p> <p>Understanding what 'faith' is and what it means to people</p> <p>Exploring 'discrimination and prejudice', its affects and how it can be prevented.</p>	<p>Mental health and wellbeing are covered in the experiential dimension in which students practice a mindfulness exercise. This is developed further in reference to Buddhism and the eightfold path in which students reflect on the extent to which the cultivation of 'right thought' leads to 'right action'. Various examples of 'right thought' and 'right action' are explored including bullying and the bystander effect (with reminders of where to get help in school) as well as addiction with reference to shopping and compulsive spending.</p> <p>Respectful relationships is covered in 'Prejudice and Discrimination' where students explore stereotypes (specifically racial) and the link between prejudice and discrimination. This is explored further in the Judaism unit with contemporary and historic examples of antisemitism and persecution.</p> <p>An introduction to the risks of drug use comes in the 'Ethics in Sport unit' which addresses the moral implications of performance enhancing drugs in sport and</p>

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

					<p>the impacts they have on an athlete's health.</p> <p>Personal Development Y7 covers: Healthy Relationships and what constitutes bullying including homophobic, biphobic and transphobic bullying and its impact on the victim. Use of acceptable terms related to sex, gender and sexuality and how and where to find help both inside and outside of school.</p>
<p>Year 8</p>	<p>Evil and Suffering Explores various religious concepts such as 'Karma', Questioning existence, and whether God exists, trying to argue on behalf of others' views to gain perspective In the Year 8 Careers Module students explore the lives and careers of successful people, identify the attributes that made them successful and reflect upon how such attributes may be emulated in students' own career paths.</p>	<p>Working on 'people skills' and 'self-awareness' Anti-bullying 'Crime and punishment' – exploring our concepts of right and wrong – also making students aware of laws that may affect them. Personal Development in year 8 also examines the risks and realities of Drugs and Alcohol with the aim to empower students to navigate risks safely and effectively.</p>	<p>Political Authority Understanding how Parliament works and the process of democracy and understanding different styles and strengths of leaders. Students work in groups to coordinate 'Evil and Suffering' module explores moral and social dilemmas – applied critical thinking. Personal Development in Year 8 Covers; Diversity in Gender and Sexuality, Romantic and Sexual Relationships, Marriage and the Law, Sexting and Peer Support.</p>	<p>Understanding 'Islamophobia' Learning the Muslim faith and its meaning Looking at other religious concepts we may already be aware of e.g. minor shirk! 'Globalisation' module – looking at the way our community is affected by other cultures and the world as a global community.</p>	<p>Personal development Examples specifically related to: Healthy relationships/ friendships Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence</p> <p>Personal Development in Year 8 examines different types of committed stable relationships and their contribution to human happiness with special reference to marriage/Civil Partnerships and law, and to identify the difference between forced and arranged marriage with emphasis on marriage as a commitment that is freely entered into.</p> <p>Romantic and sexual relationships are explored with the aim to identify healthy, respectful behaviours and the use of effective strategies to communicate confidently about consent in a relationship, respect diversity in gender and sexuality.</p> <p>Sexting is covered in the context of the law and the impact it can have on the individual and the wider community.</p>

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

					<p>Peer support is explored with reference to a range of problems experienced by young people with emphasis on risks assessing a problem and knowing when and how to seek further help and support.</p> <p>Drugs and Alcohol in Year 8 Provides opportunity for students to reflect upon the physical and psychological risks of legal, illegal and prescription drugs and the benefits of quitting.</p> <p>This unit also explores the social, emotional and legal implications of drug and alcohol abuse with special reference to underage drinking, accidents, peers pressure, inappropriate social media usage and sexual harassment. Students are consistently signposted to where and how to get help both in school and outside throughout.</p>
Key Stage 4					
	<p>Spiritual Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. They develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.</p>	<p>Moral Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge/skills necessary to make responsible moral decisions.</p>	<p>Social Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.</p>	<p>Cultural Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.</p>	<p>Personal development Examples specifically related to: Healthy relationships/ friendships Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence</p>
Year 9	<p>War, Peace and Justice</p> <p>Reflections on the concepts of Justice, pacifism, suffering and forgiveness within the context of Christianity and Islam.</p>	<p>War, Peace and Justice</p> <p>Reflection on what makes a 'Just War', student compare and contrast their own considerations with the Geneva Convention's Just War Criteria.</p>	<p>War, Peace and Justice</p> <p>A close consideration of the economic and human cost of war and evaluation of motives for going to war.</p> <p>Religion, Wealth and Poverty.</p>	<p>War, Peace and Justice</p> <p>To explore the cultural, religious, social and economic factors that have contributed to tensions in Northern Ireland and the Middle East.</p>	<p>Personal development in year 9 examines mental wellbeing with specific reference to self-esteem. E.g. learning to identify highs and lows of self-esteem and the impact one's own behaviour can have upon one's own self-esteem and the self-esteem of others. Self-esteem is then the central criteria from which to consider:</p>

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

<p>Religion, Wealth and Poverty. Religious responses to poverty with reference to Agape, the Good Samaritan and Christian/Muslim Aid.</p> <p>Study of Christianity</p> <p>The nature of God Omnipotent: Exodus 7-11, Exodus 14:21: Omnibenevolent: Psalm 86:15, John 3:16, Romans 8: 37-39. Evil and suffering: Quote on God and evil from Epicurus, Book of Job 1: 8 -12, 42:1-6 The Trinity, beliefs and teachings about the oneness of God: Father, Son and Holy Spirit: John 10:30, John 14: 6-11</p> <p>Creation Genesis 1-3; nature and role of humans, literal and non-literal ways of interpretation.</p> <p>The role of Word and Spirit in creation: John 1:1-5</p> <p>Jesus Christ Beliefs and teachings about Jesus' incarnation: John 1:14, Luke1:28-33 Crucifixion: Matthew 27:28-50; Salvation and Atonement :</p>	<p>Religion, Wealth and Poverty.</p> <p>Students reflect on what might be deemed moral and immoral occupations with reference to exploitation (drugs, county lines, human trafficking and the sex trade).</p> <p>Study of Christianity</p> <p>Salvation: Law: Word of God; inspiration and revelation; differing ways of interpreting biblical writings; Bible in relation to other sources of authority. Sin as preventing salvation.</p> <p>Grace and the Spirit: Acts 2:1-6. The role of Holy Spirit in Evangelical worship.</p>	<p>Students gain an understanding of the causes and effects of relative and absolute poverty with links to Trade Justice, Homelessness and Social Responsibility.</p> <p>Study of Christianity</p> <p>Christianity in Britain and the Church in the local community</p> <p>Christianity in Britain; results of the 2011 census compared to the 2001 census, showing an increase in diverse religious and nonreligious beliefs and practices (including those of Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism, Humanism and Atheism), whilst also showing that over half of those who responded considered themselves Christian</p> <p>U.K. laws, festivals and traditions are rooted in the Christian tradition whilst also celebrating the festivals, beliefs and cultures of other religious and non-religious traditions.</p> <p>The role of the Church in the local community; a</p>	<p>Religion, Wealth and Poverty. Attitudes and solutions to wealth and poverty within the context of Christianity and Islam.</p> <p>Study of Christianity</p> <p>The worldwide Church: Church The importance of mission, evangelism and church growth. The work of Tearfund: Christian beliefs in action. Persecution of Christians past and present Working for reconciliation: World Council of Churches, The Ecumenical Movement</p> <p>Pilgrimage and Celebrations</p> <p>The importance of pilgrimage: Walsingham, Taizé How Christians celebrate Christmas and Easter</p>	<p>Media Messages and Body Image- reflection on the way in which media motives and consumerism purposefully communicate 'idealised' body shapes.</p> <p>Consent- students should be able to demonstrate that individuals have varying levels of acceptability when it comes to being touched and that obtaining consent is important and how sexual activity and consent should be understood in terms of the law. Motivations for sexual touching such as grooming are also introduced.</p> <p>Contraception- an introduction to various kinds of contraception in which students evaluate the efficacy of each contraception method with regard to the prevention of STIs and unwanted pregnancy.</p> <p>STIs- Students demonstrate knowledge of STIs including names and symptoms with the aim to understand how easily STIs are transmitted and recognise personal responsibility to keep themselves and others healthy.</p> <p>Accessing help and advice -Students demonstrate an awareness of appropriate support services available to them and understand when it is necessary to break someone's confidence to keep them safe. Issues of self-esteem, STI's, consent, sexual exploitation and grooming are returned to in context in the year 9 Wealth and Poverty SOW in relations to 'County Lines' drug trafficking and Modern Slavery with reference to the sex trade.</p>
---	--	---	---	---

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

	<p>Matthew 26:26-29, Leviticus 16:20-22, Isaiah 53:3-9. Resurrection: Luke 24:1-9, 1 Corinthians 15:3-8, 12-14 Ascension: Luke 24:50-53</p> <p>Forms of Worship: The nature and significance of liturgical, informal and individual worship: Matthew 18:20 The nature and importance of prayer: The Lord's Prayer Set prayers and informal prayers: different forms of worship across the different Christian traditions with reference to Society of Friends and Evangelical worship</p>		<p>place of worship, social and community functions</p> <p>Personal Development in year 9 Covers; Self-esteem and Relationships, Media Message and Body Image, Consent, Contraception, STI Prevention, Accessing help and Support.</p>		
Year 10	<p>Study of Islam:</p> <p>The Nature of Allah The teaching about the nature of Allah: the belief in the oneness of Allah (Tawhid): Qur'an 3:18 Nature of Allah: immanence, transcendence, omnipotence, beneficence, mercy, fairness and justice: Qur'an 46:33</p> <p>Adalat in Shi'a Islam</p>	<p>Study of Islam:</p> <p>Jihad Greater Jihad: The daily struggle to live as a good Muslim Issues regarding living as a Muslim in Britain today and maintaining a Muslim lifestyle Origins, influence and conditions for declaration of Lesser Jihad in the Qur'an and Hadith: Qur'an 2:190, 22:39</p>	<p>Study of Islam:</p> <p>The Five Pillars of Sunni Islam: practices in Britain and elsewhere. Sunni Islam: practices in Britain and elsewhere</p> <p>Shahadah: the Muslim statement of faith: Qur'an 3:18</p> <p>Zakah: How Sunni Muslims make payment of charity tax, alms and how zakat money may be spent</p> <p>Sawm: How Sunni Muslims fast during Ramadan: Qur'an 2:184. Issues</p>	<p>Study of Islam:</p> <p>Ten Obligatory Acts of Shi'a Islam: practices in Britain and elsewhere</p> <p>Acts of Shi'a Islam: practices in Britain and elsewhere</p> <p>Salat: How Shi'a Muslims perform salat, observe sawm, pay zakat and pilgrimage to Makkah</p> <p>Khums: How Shi'a Muslims pay savings tax</p>	<p>Personal development</p> <p>Examples specifically related to: Healthy relationships/ friendships Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence</p> <p>Personal development in year 10 Covers:</p> <p>Body image and the Media- pupils identify media idealised images constructed around gender and their impact on self-esteem and body image across a range of factors such as faith disability, culture,</p>

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

	<p>Component 1: Religious, Philosophical and Ethical studies in the Modern World</p> <p>Relationships: Christian beliefs, attitudes and teachings about the nature and purpose of relationships in the twenty first century.</p> <p>Christian teachings about the nature and purpose of sex and the use of contraception including varied interpretations of the Natural Law/Absolutist approach of Thomas Aquinas' Five Primary Precepts with reference to the second Primary Precept</p>	<p>Component 1: Religious, Philosophical and Ethical studies in the Modern World</p> <p>Relationships: Varying Christian attitudes towards adultery, divorce and annulment and separation and re-marriage. Interpretations of Matthew 19:8-9, Mark 10:9</p> <p>gender prejudice and discrimination Diverse attitudes within Christianity toward the roles of women and men in worship and authority with reference to Catholic, Orthodox and Anglican views on this issue.</p>	<p>relating to Muslims fasting in Britain Hajj: How Sunni Muslims undertake pilgrimage to the Ka'ba in Makkah; Qur'an 2:125. Issues relating to Muslims in Britain undertaking Hajj Salah: the practices of prayer in Islam in the mosque and at home, including Jumma prayer: Qur'an 15:98-99, Qur'an 29:45</p> <p>Component 1: Religious, Philosophical and Ethical studies in the Modern World</p> <p>Relationships: Families, roles of women and men, marriage outside the religious tradition and cohabitation.</p> <p>Issues of equality: gender prejudice and discrimination Diverse attitudes within and across Christian traditions towards same sex relationships, including varied interpretations of: Leviticus 20:13 and 1 Timothy 1: 8-10</p> <p>Personal Development in year 10 Covers: Body image in the Media, Gender Identity, Gender Expression and Sexuality, Healthy</p>	<p>Hajj: Pilgrimage to Makkah: Qur'an 2:125 and pilgrimage to Shi'a shrines</p> <p>Jihad: The struggle to live as a Muslim Amr-bil-Marooif: How Muslims encourage others to do good Nahil Anril Munkar: How Muslims discourage bad actions Tawalia: The duty to love the friends of Allah Tabarra: The duty to express disapproval of evil-doers</p> <p>Component 1: Religious, Philosophical and Ethical studies in the Modern World</p> <p>Relationships: The nature and purpose of marriage as expressed through Christian marriage ceremonies in Britain and teachings: Mark 10:6-8 and the Church of England Synod</p> <p>Interpretations of teachings: 1 Timothy 2:11-12, Galatians 3:27-29</p>	<p>gender and sexuality with reference to long term effects of cosmetic surgery.</p> <p>Gender Identity, gender expression and sexuality- students demonstrate the use of appropriate terms to describe a range of gender identities and sexualities and reflect on the way in which derogatory use of this language constitutes, homophobic, biphobic or transphobic bullying that is unacceptable. Students also learn to understand that gender identity and sexuality are variable factors from one person to another and may vary over a person's life time.</p> <p>Healthy Relationships- Students learn to identify controlling behaviours, recognise that abuse can happen across a range of relationships, understand the short and long-term risks and identify appropriate strategies for ending a relationship.</p> <p>Readiness for intimacy -students identify multiple ways to express love without sexual intimacy, demonstrate an awareness of how the body responds when sexually aroused, including how to manage these feelings and confidently communicate about readiness for sexual intimacy.</p> <p>In Issues of relationships on the religious studies course, students are able to reflect on:</p> <p>the different forms of family (e.g. nuclear, single parent, reconstituted etc) and the benefits/challenges that may be experienced by each.</p> <p>Students explain a range of contraceptive methods and consider them in the context</p>
--	--	--	---	---	---

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

			Relationships, Readiness for Intimacy, Contraception, When Contraception Fails.		of religious and non-religious attitudes to them (e.g. The Roman Catholic Church's position on contraception with reference to Thomas Aquinas philosophy on 'Natural Law'). Students also reflect on Religious attitudes to same sex relationships, pre-marital and extra marital sex as well as attitudes to divorce, annulment and remarriage.
Year 11	<p>Theme 2: Issues of Life and Death</p> <p>Diverse Christian beliefs, teachings and attitudes about the accounts of the origin of the universe: Genesis 1 and 2</p> <p>The relationship between Christian views and non-religious views of creation and the extent to which they conflict; Stephen Hawking's view of the Big Bang</p> <p>Diverse Christian beliefs, teachings and attitudes toward the origin and sanctity of human life: Genesis 1:31, Jeremiah 1:5</p> <p>Christian beliefs and teachings about life after death, including soul, judgement, heaven and hell: John 11:24-27, 1 Corinthians 15: 42-44</p> <p>Diverse Christian beliefs about the afterlife</p>	<p>Theme 2: Issues of Life and Death</p> <p>Christian and non-religious beliefs, teachings and attitudes about dominion, stewardship, environmental responsibility, and global citizenship: Genesis 1:28, Psalm 8:6, 'Humanists for a Better World'</p> <p>Diverse Christian attitudes towards abortion and euthanasia</p> <p>Non-religious views on the importance of human and animal life; Peter Singer's views on 'speciesism'</p> <p>Theme 3: Issues of Good and Evil</p> <p>What makes an act 'wrong'?</p>	<p>Theme 2: Issues of Life and Death</p> <p>Humanist 'Dignity in Dying' Movement</p> <p>Consideration of the issues of Euthanasia and Abortion within the context of the law.</p> <p>Personal Development in year 11 Covers: The impact of Sex in the Media, Managing Unhealthy Behaviours in a Relationship, Consent and Coercion, Barrier Contraception, Teenage Pregnancy and Parenthood.</p> <p>Theme 3: Issues of Good and Evil</p> <p>Beliefs and attitudes about the causes of crime and the aims of punishment: justice, retribution, deterrence and reformation</p>	<p>Theme 2: Issues of Life and Death</p> <p>Non-religious beliefs about evolution; Charles Darwin, Richard Dawkins</p> <p>How Christian and Humanist funerals in Britain reflect beliefs about the afterlife.</p> <p>Theme 3: Issues of Good and Evil</p> <p>Varied Conservative and Liberal Christian responses to the Death Penalty, including interpretations of Christian teaching: Exodus 20:13, Matthew 5:38-39, 43-47</p> <p>Theme 4: Issues of Human Rights</p> <p>Censorship, freedom of religious expression and religious extremism.</p> <p>The Declaration of Human Rights</p>	<p>Personal development</p> <p>Examples specifically related to:</p> <p>Healthy relationships/ friendships</p> <p>Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence</p> <p>Personal Development in Year 11:</p> <p>Types of emergency contraception, understanding what abortion is, including its legal status with emphasis on 'Pro Life' and 'Pro Choice' arguments from religious and non-religious perspectives.</p> <p>Impact of sex in the media- identifying ways in which sexual ethics and norms portrayed in the media (with specific reference to pornography) can influence values attitudes and behaviours and suggesting effective strategies to communicate about topics some people may find uncomfortable, including those relevant to sexual activities</p> <p>Managing unhealthy behaviours in a relationship- pupils learn to correctly identify potentially abusive behaviours (and the legal response to such behaviours) within a range of relationship</p>

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

	<p>Theme 3: Issues of Good and Evil</p> <p>Religious and ethical responses: relative and absolute morality, conscience, virtues, sin.</p> <p>Examples of forgiveness arising from personal beliefs.</p> <p>Philosophical perspectives on the origin of evil: Original Sin (free will) and 'soul-making' (Irenaeus and John Hick)</p> <p>Philosophical challenges posed by belief in God, free will and the existence of evil and suffering</p> <p>Theme 4: Issues of Human Rights</p> <p>Christian beliefs, teachings and attitudes toward the dignity of human life: Genesis 1:26-27</p>	<p>Christian teachings about forgiveness, including interpretations of teachings: Matthew 18:21-22, Matthew 6: 14-15</p> <p>Theme 4: Issues of Human Rights</p> <p>An example of conflict between personal conviction and the laws of a country.</p>	<p>The treatment of criminals and the work of prison reformers and prison chaplains</p> <p>Theme 4: Issues of Human Rights</p> <p>Christian practices to promote human rights including equality: agape in action.</p> <p>Christian beliefs, teachings and attitudes towards racial prejudice and discrimination, including Martin Luther King's teachings on equality.</p>		<p>scenarios and how to respond appropriately to unhealthy relationships.</p> <p>Consent and coercion- students demonstrate an accurate understanding of the law in relation to sexual abuse, rape and the legal framework, reflect on a rape scenario with maturity, understanding how the inability to give, withhold and withdraw consent can cause a person to feel and how to respond if rape occurs within a relationship.</p> <p>Barrier contraception- Students learn to explain how barrier methods of contraception prevent the sharing of bodily fluids across a variety of sexual activities, confidently respond to excuses people may give for not wanting to use barrier contraception and identify local sexual health services, including their right to confidentiality.</p> <p>Teenage pregnancy and parenthood- students identify positive and negative motivations and impacts for teenage pregnancy and teenage parenthood and well as the direct and wider implications for the mother and the father (emotional, practical, financial etc).</p> <p>Themes throughout the personal development unit will be revisited in year 11 religious studies revision in which issues of family life, sexuality, sexual ethics marriage, divorce, abortion, human rights, prejudice and discrimination and human dignity are reviewed in context.</p>
--	---	---	--	--	--

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

Key Stage 5

	<p>Spiritual Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. They develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.</p>	<p>Moral Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge/skills necessary to make responsible moral decisions.</p>	<p>Social Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.</p>	<p>Cultural Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.</p>	
<p>Years 12 & 13</p>	<p>Philosophy of Religion Linking the outcomes of A-Level Religious Studies with students' personal, spiritual, academic and career aspirations.</p> <p>Cultural origins of western philosophical thought. Spiritual reflection on the acquisition of knowledge via reason and sense experience.</p> <p>Spiritual reflection on the metaphysics of consciousness.</p> <p>Spiritual reflection on the existence of God and the Universe as a purposeful creation.</p> <p>Spiritual reflection on Aquinas' argument that the Universe must be Contingent upon a necessary being for its existence.</p>	<p>Philosophy of Religion Reflection on Plato's consideration of the forms as a measure of moral or physical perfection (e.g. the form of the Good)</p> <p>Religious Ethics Inquiry into the nature of moral judgements and their origins.</p> <p>Moral reflection on the application of the theory of Natural Law and the doctrine of double effect.</p> <p>The moral implications of Kantian Ethics including: Whether or not Kantian ethics provides a helpful method of moral decision-making</p> <p>Whether or not an ethical judgement about</p>	<p>Philosophy of Religion Spiritual inquiry into the nature of personal identity. Nature vs Nurture and exploration of the self as a social construct.</p> <p>Consideration of the cultural impact posed by Darwin's theory of evolution and modern scientific discoveries on Mankind's concept of God as creator.</p> <p>Comparison of the usefulness of the above approaches to religious language</p> <p>Whether or not the apophatic way enables effective understanding of theological discussion</p> <p>Whether or not Aquinas' analogical approaches support effective expression of language about God</p>	<p>Philosophy of Religion Cultural origins of western philosophical thought. Spiritual reflection on the acquisition of knowledge via reason and sense experience.</p> <p>Cultural origins of the scientific method.</p> <p>Cultural and spiritual reflection on the contrast between Aristotle's deistic view of God with the Theistic view of God offered in Judaism, Christianity and Islam.</p> <p>Cultural reflection on the significance of Plato and Aristotle and their impact on enlightenment western thought.</p> <p>Cultural consideration of Descartes' contribution to western thought.</p>	

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

<p>Spiritual reflection on the predicates of God and evaluation of a priori reasoning</p> <p>Religious Ethics</p> <p>Spiritual reflection on the idea of Unconditional love (Agape) being the foundation of a working ethical system.</p> <p>Meta-ethical Theories: Naturalism, intuitionism, emotivism.</p> <p>Whether or not what is meant by the word 'good' is the defining question in the study of ethics.</p> <p>Whether or not ethical terms such as good, bad, right and wrong:</p> <ul style="list-style-type: none"> • have an objective factual basis that makes them true or false in describing something • reflect only what is in the mind of the person using such terms • can be said to be meaningful or meaningless 	<p>something being good, bad, right or wrong can be based on the extent to which duty is best served</p> <p>Whether or not Kantian ethics is too abstract to be applicable to practical moral decision-making</p> <p>Whether or not Kantian ethics is so reliant on reason that it unduly rejects the importance of other factors, such as sympathy, empathy and love in moral decision-making</p> <p>A detailed consideration of the issues surrounding euthanasia including: The application of natural law and situation ethics to euthanasia</p> <p>Whether or not the religious concept of sanctity of life has any meaning in twenty first century medical ethics</p> <p>Whether or not a person should or can have complete autonomy over their own life and decisions made about it</p>	<p>Whether or not religious discourse is comprehensible if religious language is understood as symbolic</p> <p>Whether or not any version of the verification principle successfully renders religious language as meaningless</p> <p>Religious Ethics</p> <p>Moral and social reflection on Natural Law theory as an ethical doctrine and modern attitudes to homosexuality and contraception.</p> <p>Moral and social application of situation ethics to real life examples.</p> <p>Reflection on the moral and social implications of adopting Situation Ethics as a means of moral decision-making.</p> <p>A consideration of Utilitarian principles as the basis of social and moral decision making including:</p> <p>Whether or not utilitarianism provides a</p>	<p>Cultural reflection on the nature of dualism and materialism as opposing schools of thought in western philosophy.</p> <p>Cultural reflection on the development of a priori reasoning over time.</p> <p>Religious Ethics</p> <p>Cultural reflection on Aquinas' theory of Natural Law, its origins in the philosophy of Aristotle as well its interpretation by the Catholic Church.</p> <p>Developments in Buddhist Thought</p> <p>The Buddha</p> <p>Learners should have the opportunity to discuss issues related to the Buddha and his role as a source of wisdom and authority, including:</p> <p>How the example of Siddhartha might be used in teaching and practice, including illustration of the Middle Way</p> <p>The limitations of the Buddha as an example to Buddhists; the importance of</p>	
--	---	--	---	--

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

<p>Whether or not, from a common sense approach, people just know within themselves what is good, bad, right and wrong</p> <p>Conscience comparison between Aquinas and Freud:</p> <ul style="list-style-type: none"> • on the concept of guilt • on the presence or absence of God within the workings of the conscience and super-ego • on the process of moral decision-making <p>Whether conscience is linked to, or separate from, reason and the unconscious mind</p> <p>Whether conscience exists at all or is instead an umbrella term covering various factors involved in moral decision-making, such as culture, environment, genetic predisposition and education.</p> <p>Developments in Buddhist Thought</p> <p>Taking Refuge: Learners should have the opportunity to discuss</p>	<p>Whether or not there is a moral difference between medical intervention to end a patient's life and medical non-intervention to end a patient's life.</p> <p>Developments in Buddhist Thought</p> <p>Four Noble Truths and the Eightfold Path. Learners should have the opportunity to discuss issues relating to the Four Noble Truths, including:</p> <ul style="list-style-type: none"> • whether or not the goal of Buddhism can be understood • whether the Buddhist idea of detachment is positive or negative • whether any of the Truths, or stages of the eightfold path, are more or less important than the others 	<p>helpful method of moral decision-making</p> <p>Whether or not an ethical judgement about something being good, bad, right or wrong can be based on the extent to which, in any given situation, utility is best served</p> <p>Whether or not it is possible to measure good or pleasure and then reach a moral decision</p> <p>The application of Kantian ethics and utilitarianism to business ethics.</p> <p>Whether or not the concept of corporate social responsibility is nothing more than 'hypocritical window-dressing' covering the greed of a business intent on making Profits.</p> <p>Whether or not human beings can flourish in the context of capitalism and consumerism.</p> <p>Whether globalisation encourages or</p>	<p>self-reliance and the idea of ehipassiko/ehipaśyika ('come and try'), not blind faith and devotion.</p> <p>The ways in which the cultural context affects the development of ideas.</p> <p>The Development of Mahayana Buddhism.</p> <p>Learners should have the opportunity to discuss issues relating to key Mahayana ideas, including:</p> <ul style="list-style-type: none"> • the differences and similarities between the bodhisattva and the arhat/arahant and their paths • how the nature of the bodhisattva can be explained • the implications, in terms of responses to other religious truth claims and diversity within Buddhism, of the idea of upaya (skilful means) • the development in the understanding of 'Buddha' illustrated by the trikaya doctrine. <p>Buddhism in the Far East</p>	
--	---	--	---	--

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

<p>issues related to the Refuges (Buddha, Dhamma and Sangha) including:</p> <p>Their role in expressing Buddhist identity.</p> <p>Different interpretations of what each means and how one takes refuge in them in practice.</p> <p>Why these ideals are seen as the heart of Buddhism.</p> <p>The Three Marks of Existence: anicca/anitya (impermanence) dukkha/duhkha (suffering) anatta/anatman (no self)</p> <p>Learners should have the opportunity to discuss issues relating to the three marks, including:</p> <p>Whether or not all of conditioned experience truly is subject to these marks.</p> <p>Whether Buddhism is inherently pessimistic, optimistic or realistic about the human Condition.</p>		<p>discourages the pursuit of good ethics as the foundation of good business</p> <p>Sexual Ethics</p> <p>whether or not religious beliefs and practices concerning sex and relationships have a continuing role in the area of sexual ethics.</p> <p>Whether choices in the area of sexual behaviour should be entirely private and personal, or whether they should be subject to societal norms and legislation.</p> <p>Whether normative theories are useful in what they might say about sexual ethics.</p> <p>Developments in Buddhist Thought</p> <p>Engaged Buddhism and Activism</p> <p>Learners should have the opportunity to discuss issues relating to Engaged Buddhism and</p>	<p>Learners should have the opportunity to discuss issues relating to Zen and Pure Land ideas, including:</p> <ul style="list-style-type: none"> • whether Pure Land Buddhism is an 'easy' path • how and if Siddhartha's original teachings can be seen in these two schools • the implications of Zen's rejection of theory, ritual and the use of language to express truth. <p>Buddhism in the West</p> <p>Learners should have the opportunity to discuss issues relating to Buddhism in the West, including:</p> <ul style="list-style-type: none"> • a comparison of the approaches and ideas of Stephen Batchelor and Paul Knitter, and the ways in which they have adopted and 'Westernised' Buddhist ideas • how the depiction of Buddhism in the Western media, including the fame of figures such as the Dalai Lama, shape (and possibly distort) Western understandings of Buddhism • comparison of how figures such as the Dalai Lama are viewed by Buddhists and non-Buddhists, and their significance to each group. 	
--	--	---	---	--

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

	<p>Whether or not any of the marks are more or less important than the others.</p> <p>Meditation Learners should have the opportunity to discuss issues relating to meditation, including:</p> <ul style="list-style-type: none"> • whether or not meditation has to be a religious practice • whether or not meditation is the most important element of Buddhist practice • whether or not meditation encourages an unhealthy 'inward looking' approach to life. 		<p>social activism, including:</p> <ul style="list-style-type: none"> • the role and focus of Buddhists in different societies and contexts • whether or not engaged practice should be central to the Buddhist path, and how this affects the stereotypical view of Buddhism as inward-looking • whether or not a Buddhist could ever accept the need for war. <p>Buddhism and Gender.</p> <p>Learners should have the opportunity to discuss issues relating to Buddhism and gender, including:</p> <ul style="list-style-type: none"> • the role and aims of organisations such as the Sakyadhita (Daughters of the Buddha) <p>International Association of Buddhist Women</p> <ul style="list-style-type: none"> • why it is that the condition and treatment of women in Buddhism differs so widely 		
--	--	--	--	--	--

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

			<p>across the world</p> <ul style="list-style-type: none"> • the significance of contrasting traditional and modern views on the capacity of women <p>to achieve enlightenment</p>		
--	--	--	---	--	--

Possible areas for development

The Philosophy and Ethics department offers a comprehensive range of Spiritual, Social, Moral and Cultural for students to explore in depth from both religious and secular perspectives.

Spiritual development with regard to student's sense of self, unique potential and creativity could be developed further within the department with regard to Careers Education as well as Relationships and Sex Education. Efforts to integrate these curriculum areas into Philosophy and Ethics schemes of work will be an ongoing focus for 2020-21