

Philosophy and Ethics	Gatsby Benchmark 4 - Linking Curriculum Learning to Careers	September 2021 – July 2022
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	AUTUMN	SPRING	SUMMER
Year 7			
ACTIVITY	<p>Stewardship children’s book. Students conduct whole class market research to reflect on what makes popular Children’s books successful. And use this knowledge to produce their own Children’s book with and environmental message. I.e. the importance of Stewardship and caring for the planet.</p> <p>Faith in action: Students reflect on the careers of Bear Grylls Susan Boyle to consider the extent to which ‘faith’, be it in themselves or in God was a powerful motivator and an asset to their success.</p>	<p>Healthy relationships: Students reflect on issues associated with bullying, abuse, online safety and healthy relationships and consider the roles of those in school and out that can offer help and advice.</p>	<p>Ethics in sport: Students examine the careers of professional athletes and those in the world of sport more broadly to reflect on ethical issues in sport such as ‘fair play’, drug use, violence, animal welfare, gender equality and children in sport.</p>
OUTCOME	<p>Students plan and create their own Children’s book aimed at Pre-school and Primary school children.</p> <p>Bear Grylls career profile.</p>	<p>Understanding of the role of the Student Managers, Child Protection Staff, Form Tutors, The Police and Childline.</p>	<p>Writing sports news reports. Exploring journalistic writing style. Using evidence to support opinions.</p>
Year 8			
ACTIVITY	<p>Personal development: Careers Transferable skills: Students are introduced to the concept of transferable skills and identify transferable skills of their own through reflection on school subjects, hobbies and interests.</p>	<p>Leadership: Students reflect on the qualities of a good leader within the context of a variety of leadership roles. E.g. Monarch, Prime Minister, Head teacher.</p> <p>Political Authority: Students explore the democratic process from the perspective of</p>	<p>Globalisation: Students reflect on the social and ethical implications associated with global trade and international political relations including ‘sweatshop’ labour, the role of transnational corporations and Geopolitical organisations such as the United Nations and the European Union.</p>

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	<p>Job Sectors: Student learn to categorize particular job sectors into ‘primary’, ‘secondary’, ‘tertiary’, ‘public’ and ‘private’, sectors and the skills and qualifications required in each sector.</p> <p>Researching the job for you.</p> <p>Writing a job application letter and CV.</p> <p>SOW still in development</p>	<p>a politician in a group project to plan a political campaign.</p>	
OUTCOME	<p>Produce a personal profile of transferable skills.</p> <p>Produce a job profile for three different jobs.</p> <p>Understand the difference between ‘public’ and ‘private’ sector jobs.</p> <p>Produce a CV and cover letter for the job of their choice.</p>	<p>Students survey social issues that are important to young people in their local area, create a manifesto to address those issues, design party logos, info leaflets / presentations and write election speeches with the aim of competing with their peers in a mock election.</p>	<p>Students consider economic and marketing principles such as ‘comparative advantage’ and ‘glocalisation’ to design a new school uniform.</p>

Year 9

ACTIVITY	<p>Religion and Conflict: Pupils consider the difference between Civilians and Combatants, the Role of the UN and the Geneva Convention and critically analyse examples of Islamophobia in Media Headlines</p>	<p>Wealth and Poverty: Students analyse Christian attitudes to wealth and Poverty with specific reference to Biblical teachings on the acquisition and appropriate use of wealth, exploitation (Sex Trade and County Lines), ‘moral’ and ‘immoral’ jobs, Modern Slavery, absolute and relative poverty, trade justice, foodbanks, the role of Christian Charities such as Tearfund, Christian Aid and the Salvation Army.</p>	<p>Christianity - Beliefs and Practices: The exploration of Christian attitudes to Wealth in the context of the story of the ‘Rich man and Lazarus’.</p> <p>Is the UK a Christian Country? – Reflection on the impact of Christianity on UK institutions such as the legal system, education, healthcare and UK census data.</p> <p>Christian Aid and CAFOD: The role of Christian Charities around the world.</p>
OUTCOME	<p>Assessment should demonstrate students’ ability to explain ‘Just War Criteria.’</p>	<p>To be able to apply Christian Teachings regarding the acquisition and appropriate use of wealth within the context of any of the wealth related issues outlines above.</p>	<p>To be able to explain with examples the impact of Christianity on social, political and economic institutions both within the UK and around the world.</p>

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	Challenges to examples of Islamophobia in mainstream media and public opinion.	To design a Day Centre for the Homeless To create a campaign Leaflet for one of Three Christian Charity organisations. Assessment.	To create a campaign poster for Christian Aid or CAFOD.
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Year 10

ACTIVITY	<p>Islam Beliefs and Practices: Shariah Law: the role of the Ummah in providing social welfare for the most vulnerable in society. Zakat: the 3rd Pillar of Islam as a Muslim obligation to Give 25% of annual savings to the Poor.</p>	<p>Issues of Relationships: The changing roles of men and women within the family: Students reflect on the changing expectations on Men and Women with regard to the division of labour between career and domestic responsibilities. Women in the Church: Changing attitudes among Christian denominations with regard to women taking positions of authority in the Christian Church</p>	<p>Issues of Human Rights: The Universal declaration of Human rights: Reflection on Human rights within a social and legal context. Prejudice and discrimination: Reflection on issues of equality and discrimination in society with reference to ‘glass ceilings’ and the notion of ‘white privilege’. Case study – the Rooney Rule. Issues of wealth: Christian Teachings on wealth and poverty, trade justice and Christian Aid</p>
OUTCOME	Cultural Capital – Paper 3 assesses students’ ability to explain Islamic attitudes to the appropriate use of wealth.	Cultural Capital – Paper 1 assesses students’ ability to explain the division of labour between men and women within family and Church life.	Cultural Capital – Paper 1 assesses students’ ability to explain disparities of power, influence and socio-economic status.

Year 11

ACTIVITY	Issues of Good and Evil: Students reflect on crime punishment with reference to prison work as a means of ‘reform’ and the role of Prison Chaplains.	Issues of Life and Death: Reflection on the role of medical practitioners with regard to ethical questions surrounding abortion and euthanasia.	GCSE Revision
OUTCOME	Evident in assessed answers to paper 1: Issues of Good and Evil section	Evident in assessed answers to paper 1: Issues of Life and Death	