



Intent for the Year Nine Philosophy & Ethics Curriculum 2021-2022

By studying Philosophy & Ethics students will develop a deeper understanding of the aims values and purpose of philosophical enquiry. They will develop an understanding of the nature of existence by posing and suggesting answers to questions of meaning such as Why Do We Suffer? Can Suffering Be Overcome? What is Evil? Can Evil Be Overcome? What Are Appropriate Responses to Suffering In Ourselves, and Others? Ethical studies will help students to develop the awareness of decision making processes so that they become reflective rather than reactive decision makers aware of the possibility that there may be more than one appropriate answer to any given situation. Investigating different methods of considering ethical responses will foster the ability to reflect upon and draw meaning from students' personal responses to ethical dilemmas.

Implementation:

Curriculum adaptations as a result of the pandemic:

Key Skills have been prioritised with "What is Truth" a vehicle for delivering and developing key philosophical skills – philosophical method and understanding logic. Previously this would have been a knowledge based topic, "Why do We Suffer" and "Buddhist Responses to Suffering." With an emphasis on skills, students' engagement with knowledge-rich learning has been sporadic, especially amongst boys. We responded to this by examining the key knowledge necessary to each unit and dropping out the 'enrichment' knowledge, much of which featured cultural capital. Stripping the AO1 'knowledge' down to core basics enabled us to get it across but assessment results show that this in fact came at the expense of AO2, showing understanding of what has been learned. We have used metacognitive techniques to attempt to build resilience and self-regulation among all students.

Term	Enquiry/Topic/Unit: <i>What is going to be taught?</i>	Key Outcomes: <i>What will students have achieved by completing this scheme of learning?</i>	Character Education: <i>How does this topic link to a sense of Self, Others and the World, in terms of Character Education?</i>	Assessment: <i>Will there be formative and/or summative testing? What role will interleaving play? How will this be marked?</i>	Vocabulary: <i>What are the key words for this topic/unit that students must know?</i>	Home-Learning: <i>What homework will be set and why (e.g. consolidate/extend)? How will this be marked?</i>
1a	What is Truth? Links back to previous learning by considering the ethics of proofs of existence, the concept of commitment and information about Christian beliefs.	Understanding of the three philosophical proofs (direct personal experience, indirect secondary experience, logical deduction) Evaluation of General & Special Revelation		Within the Department we feature THREE Assessment Objectives, based on the GCSE criteria. These are sequential in that AO2 cannot be achieved without AO1, and AO3 cannot be attained without AOs 1&2; and they are:	God proof existence, omnipotent, omnipresent. Reliance, bias, selection, omission. Atheist,	HW is set on a fortnightly basis. It is planned to supplement and support learning just achieved, to support development of skills taught in lessons, or to



	<ol style="list-style-type: none"> 1. Investigation into what we mean by the word 'truth'. 2. Introduction to the idea of proofs of existence. 3. Proofs of the existence of God – Teleological or Design Argument. 4. Proofs of the existence of God – Cosmological or First Cause Argument. 5. Proofs of the existence of God – Argument for Religious Experience 6. Proofs of the existence of God – Ontological and Moral Arguments. 			<p>AO1 KNOWLEDGE which is assessed by the student's ability to RECALL key information, beliefs, vocabulary etc.;</p> <p>AO2 UNDERSTANDING which is assessed by a student's ability to EXPLAIN what she KNOWS and</p> <p>AO3 EVALUATION which is assessed through a student's ability to dispassionately examine a range of opinions that may differ from their own.</p>	<p>agnostic, theist. Logic. Emotive, Fallacy, Erroneous.</p>	<p>introduce topics for future learning. Quizzes may be set online to offer retrieval and interleaving, intended to be relevant to prior learning and focused on evaluation/analysis. Written homeworks submitted in class are, when possible in one hour a week, peer assessed initially, teacher assessed after.</p>
<p>1b</p>	<p>Do We Really Think Life Is That Valuable?</p> <p>Connects to previous topic by following up the concept that the existence of human life is remarkable and worthy of protection.</p> <ol style="list-style-type: none"> 1. Is life sacred, part one – key terms and consideration of the specialness of human existence. 	<p>Understanding of abortion/euthanasia, Evaluation of the Sanctity of Life</p>		<p>These AOs are formally assessed in the bi-annual Assessment Windows in December and June.</p>	<p>Abortion, euthanasia, voluntary/involuntary, sanctity, quality.</p>	



	<p>2. Is life sacred, part two – focus shifts to the concept of life being ‘cheap’ – does this change how students feel?</p> <p>3. When does life begin – consideration of when a human life actually begins, scientific and religious views.</p> <p>4. Religious and secular views on abortion.</p> <p>5. Lesson 4 continued.</p> <p>6. Religious and secular view on euthanasia.</p> <p>7. If required, extension of lesson 6.</p>					
<p>2a</p>	<p>What are human rights and social justice?</p> <p>Connects to previous topic by considering the human rights and social justice aspects of abortion and euthanasia.</p> <p>1. Lesson to connect with previous topic and introduce ideas of human rights and social justice.</p>	<p>Understanding of why we have human rights and of how they are intended to protect us. Evaluation of the character and impact of TWO of the following: Malala Yusuf; Aung Sun Suu Kyi; Elizabeth Fry; the Dalai Lama; Paul Rusesabagina; Martin Luther King</p>		<p>Verbal feedback most prominent. Elements of interleaving. 2 formal assessments (Dec, June). HWs set and self/peer assessed.</p>	<p>Social justice, human rights, civil rights, protest law.</p>	



	<ol style="list-style-type: none"> 2. Human Rights – where they came from and why they are important. 3. Social Justice – what it is and where we see it or the lack of it in society. 4. Gandhi and social justice. 5. Wealth and poverty. 6. Religious viewpoints on human rights and social justice. 					
<p>2b</p>	<p>Would a Humanist Support the Death Penalty?</p> <p>Connects to previous learning by examining a non-religious belief system, comparable with religious viewpoints already studied. Also connects with social justice and human rights, and the sanctity of life, by considering capital punishment.</p> <ol style="list-style-type: none"> 1. What is Humanism? 2. Humanist thinkers and concepts, including the Golden Rule. 3. Humanist rites of passage. 4. Humanist ethics. 	<p>Understanding of the Humanist worldview; Evaluation of Humanist approaches to the Sanctity of Life</p>		<p>Assessment 1 : takes place within the November window and assess AOs 1, 2 & 3 in the context of Philosophical Method, Atheism, Agnosticism, Theism; and the Sanctity of Life via the ethical issues Abortion, Euthanasia.</p>	<p>Humanism, Capital Punishment, Penalty, Sanctity of Life</p>	



	<p>5. Humanist approaches to abortion and euthanasia.</p> <p>6. Humanist beliefs about capital punishment.</p>					
3a	<p>Can We Stop Ourselves Suffering?</p> <p>Connects with previous learning by investigation of Buddhism, another philosophy for living comparable to secular and theistic belief systems.</p> <ol style="list-style-type: none"> 1. What causes suffering and what types of suffering are there? 2. Responses to suffering – a range of responses, both secular and religious – link into Buddhism. 3. Buddhist responses to suffering – the Three Universal Truths. 4. Four Noble Truths and how these help Buddhists respond to suffering. 5. Noble Eightfold Path and how this helps a Buddhist to respond to suffering. 	<p>Understanding the TWO types and THREE causes of Human Suffering; Evaluation of Buddhist and one other (Stoic) responses to Suffering</p>			<p>Natural, man-made, physical, mental, psychological, 4 noble truths.</p>	



	6. An exercise in suffering – origami lotus flowers – mandalas.					
3b	<p>The problem of evil.</p> <p>Connects to previous learning: evil begets suffering, evil takes away human rights and social justice, religious and secular responses to evil, links to the specialness of human life.</p> <ol style="list-style-type: none"> 1. Introduction to the Problem of Evil 2. Where does evil come from – range of philosophies and their explanations of evil. 3. Adam & Eve – Free Will – more in depth study of Christian ideas about evil. 4. Orlando – the people's response to tragedy. 5. The Milgram Experiment – can people be persuaded to do evil if they believe it's for a good cause? 6. Forgiveness. Can all evil be forgiven? 	<p>Understanding of why evil is a problem and how to respond.</p> <p>Evaluation of a range of Christian and other religious & Philosophical responses to the 'Problem of Evil.'</p>		<p>Assessment 2: takes place within the Summer window and assess AOs 1, 2 & 3 in the context of philosophical responses to Suffering; Buddhism; Humanism; social Justice & Human Rights.</p>	<p>Evil, good, human nature, environment.</p>	



Impact: From completing this scheme of learning students will develop a knowledge and understanding of philosophical methods of inquiry. They will learn to challenge sources of information in order to evaluate their trustworthiness. They will engage with logical methods of enquiry as opposed to emotive thinking and responses. This scheme of learning prepares students for the GCSE option through the emphasis on the GCSE Assessment Objectives and the key skills, especially via preparation for and completion of the GVSE-based Assessment themselves. The curriculum aims to inculcate Careers aspirations through discussion of the variety of options open to students in a high-technology multi-cultural society like the UK's. In a post-pandemic world, we will revert to inviting a range of visitors in relevant to the topics under investigation, but also the philosophical and spiritual matters investigated.

Careers: during the Options process careers that the knowledge and skills of the GCSE are preparation for are discussed. Health and Social Care, the Law, Police, Armed Forces, Charitable Work, Travel and Retail. During Social Justice careers in the Civil Service, Law, Police, and Charitable work (paid and voluntary) are discussed.