

Philosophy & Ethics KS3 Curriculum



Year 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content: What will students know	Introduction to beliefs. Intro to own beliefs, understanding how to justify effectively. Comparison of basic religious beliefs.	Introduction to Philosophy; what makes us human, understanding right and wrong and basic outline of 3 ethical arguments.	Ultimate Questions: The existence of God. Simple arguments for the existence of God and comparison of beliefs about God in Judeo-Christian tradition and Hinduism.	Life of Jesus - Police investigation to explore aspects of the life of Jesus, including parables, miracles, key life events	Life of Jesus - focus on the death of Jesus and the story of Easter	Islam - key Muslim beliefs, including Muhammad PBUH, the Qur'an, the Hajj and the 5 Pillars
Skills: What will students be able to do	Discuss ideas with simple justification. Beginning to make comparisons and simple evaluation of different views.	Offer justified opinions about a range of philosophical questions. Focus on listening skills and understanding of different perspectives.	Ability to compare and contrast the concept of God between religions. Developing language skills in relation to God and group work skills to represent the qualities of God.	Recall key events and stories from the life of Jesus and consider the implications of this for Christians today.	Draw reasoned conclusions about the death of Jesus and offer justified conclusions about who is responsible for his death.	Explain key Muslim practices, using correct terminology and reflect on some of the reasons behind the practices.
Other: Literacy/Numeracy/ Ethos	Speaking skills through beyond belief game, understanding why people hold different beliefs	Exploration of language linked to ethical theories, which develops the language which needs to be acquired to understand ethics through the school. Also development of personal ethical code.	Judeo-Christian language development with focus on omni terms and expressing complex concepts creatively to embed understanding	Reading and interpreting biblical texts - development of language skills to explore meaning	Discussion skills and sequencing of events in order to draw meaning from text.	Third tier specific language acquisition in order to build skills needed to communicate appropriately about world religions.
Assessment:	Justification and comparison of beliefs		Qualities of God with Shield design		Life of Jesus written assessment	

Philosophy & Ethics KS3 Curriculum



Year 8						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content: What will students know	Life after death. Exploring evidence for life after death and evaluating the strength of these arguments and exploring Christian biblical evidence for the afterlife	Evil and Suffering (Theodicy) - what is suffering, does it have a purpose, what is responsible for suffering, including, humans, Adam and Eve, the devil and responses to evil and suffering.	Buddhism - life of the Buddha, Buddha as a role model, Buddhism as a cure for suffering, including 8 fold path and 4 noble truths	Buddhism - key Buddhist practice, precepts, meditation, pilgrimage, sangha	The Island - Skills people need to be effective leaders, political philosophy with the development of governments, importance of culture and traditions, initiation and marriage ceremonies	The Island - Importance of prayer, role of miracles, escaping the Island, reflecting on the experience
Skills: What will students be able to do	Evaluate sources of evidence to establish the validity of it in order to draw personal conclusions about philosophical questions.	Work in groups to develop ideas and present concepts to the class. Build opinions about responsibility for evil and suffering and justify own views.	Explain key Buddhist teachings and practices and understand how the story of the Buddha influences beliefs for Buddhists today.	Understand how the beliefs of Buddhism are translated into practices within the religion and explore how this might impact on Buddhists today. Evaluate the usefulness of different practices for both Buddhists and non-	Experiential unit designed to encourage decision making and team working skills plus problem solving as groups in order to make decisions for their Islands.	Explain why people pray, evaluate whether things are miracles and use creative skills to present work from the Island.
Other: Literacy/Numeracy/ Ethos	Debate skills developed and written evaluation of evidence.	Writing for a purpose with creation story diary entry.	Developing third tier language acquisition skills through exploration of key concepts	Focus on second tier language in order to help students interpret meaning behind questions.	Tier two and three language to understand political philosophy. Verbal reasoning and decision making, including significant chances for collaborative practice.	Personal reflection on a range of religious practices. Writing for a purpose when reflecting on time on the Island. Writing to persuade.
Assessment:	Justifying whether there is enough evidence for life after death - essay question	Who is responsible for suffering assessment				Reflecting on decisions made on the Island and justifying decision making. Shorter answers.

Philosophy & Ethics KS3 Curriculum



Year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content: What will students know	Animal Rights - types of animal research, attitudes towards the use of animals, religious views about the treatment of animals.	Introduction to Judaism and the Holocaust - 4 lessons exploring the origins and development of Judaism and start exploring the story of the holocaust.	The Holocaust - Pre-war Jewish life, moral culpability, stories of resistance, kindertransport and modern genocide	Religion and Prejudice - what is prejudice, reasons and effects, racism, sexism, key people who fought against prejudice	Religious Practices in Sikhism - the Gurus, gurdwara, 5 K's, celebrations and pilgrimage	Planet Earth - Christian beliefs about the origins of the universe, concept of wonder and awe, climate change and impact of humans on the planet
Skills: What will students be able to do	Justify their own opinions about the use of animals and assess and evaluate evidence to draw conclusions. Work in a group and debate as a class.	Recall the stories of Abraham and Moses and understand their significance for Jews today. Be able to identify different types of Jews and understand that it is more than just a religion. Understand the basic history of the holocaust.	Reflect on the impact of the holocaust in relation to the human stories involved in order to understand why it must be remembered, including appropriate ways in which to remember the holocaust.	Explain different types of prejudice, why they develop, evaluate the different responses to prejudice and draw conclusions about which are the most appropriate actions.	Explain some of the key practices performed by Sikhs and understand their importance for Sikhs today.	Express personal opinions about the planet and it's origins and develop ability to justify decisions with valid reasoning.
Other: Literacy/Numeracy/ Ethos	Ethical reflection on personal views and self-criticism to develop personal awareness. Presentation skills and negotiation. Arguing from perspectives you might not agree with.	Reading the holocaust non-fiction book. Developing language in relation to Judaism. Source analysis and second tier language acquisition.	Evaluating a range of written sources to establish validity of stories and understand the importance of historical source documents. Exploration of allegory. Development of empathy.	Focus on continued language acquisition to bridge the gap between KS3 and KS4 with skill based questions.	Core world religion language being developed.	Social responsibility and practical reasoning and practical project to explore ethics in action.
Assessment:	Short answer GCSE styles 1-4 mark questions to develop the written skills		Moral culpability assessment		End of year knowledge assessment	