



## Philosophy and Ethics KS3 Curriculum Map

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Beliefs	Exploring God	Introduction to Philosophy	Introduction to Islam	Life of Jesus	
<b>Content:</b> what will students know?	1) Introduction to what Philosophy and Ethics are. 2) Introduction to core skills of P+E (Explanation and Evaluation) 3) Understanding how to approach differences of belief sensitively. 4) Understanding how to justify beliefs. 5) Introduction to basic religious beliefs.	1) Traditional apologetics arguments for the existence of God. 2) The qualities of God included in the traditional Christian Concept of God. 3) The doctrine of the Trinity. 4) Hindu descriptions of God/s. 5) Islamic descriptions of God/s. 6) Controversies in the comparative theology of these descriptions.	1) The philosophical method. 2) Introduction to some of the sub-fields of philosophy. 3) The life and teachings of Socrates. 4) Utilitarian moral philosophy. 5) Kantian moral philosophy. 6) Egoistic moral philosophy. 7) Applying these three moral theories.	1) The history, basic content and influence of the Qur'an. 2) The life of the Prophet Mohammed (pbuh). 3) The Five Pillars of Islam. 4) The role and events of Hajj. 5) Islamic art and artefacts. 6) Islam in modern Britain.	1) Introduction to the historical period in which Jesus lived. 2) The childhood of Jesus. 3) The parables of Jesus. 4) The miracles of Jesus. 5) Jesus' claims about himself. 6) The events around the end of Jesus' life. 7) Where the blame lies for Jesus' death. 8) The putative events of the Resurrection. 9) The putative events of the Ascension.	
<b>Skills:</b> What will students be able to do?	1) Explain a range of their central beliefs. 2) Explain a range of basic religious beliefs. 3) Simple evaluation of the beliefs of others. 4) Simple evaluation of different religious worldviews.	1) Evaluate the convincingness of the traditional arguments for the existence God. 2) Explain the similarities and differences between the concepts of God in the religions that are studied. 3) Evaluate the controversies produced in (2).	1) Explain the philosophical method. 2) Explain how the philosophical method has been applied to various questions. 3) Evaluate which of the moral theories is most convincing.	1) Explain the core beliefs and practices within Islam. 2) Explain the history of these things, and their importance in the lives of Muslims. 3) Evaluate the convincingness of the core claims made by Islam. 4) Explain the diversity that exists within the religion on these questions.	1) Explaining Christian beliefs about the life, teachings and importance of Jesus' life. 2) Evaluating the convincingness of these claims. 3) Evaluating how reliable the sources about Jesus' life are. 4) Evaluating the contemporary importance of Jesus' life and teachings.	
<b>Other:</b> Literacy, numeracy, ethos etc.	1) Appreciating diversity of worldviews. Cultural capital. 2) Oracy and discussion skills. 3) Persuasive writing in assessment.	1) Religious literacy. 2) Teamwork and creativity. 3) Oracy and discussion skills.	1) Ethical reasoning. 2) Critical thinking. 3) Oracy and discussion skills.	1) Appreciating diversity of worldviews. Cultural capital. 2) Historical knowledge of the period of the founding of Islam.	1) Appreciating diversity of worldviews. Cultural capital. 2) Historical knowledge of the period in which Jesus lived. 3) Assessing the reliability of historical sources. 4) Literacy through reading and working with these sources.	
<b>Assessment</b>	Written 20-mark assessment using skills of Explanation and Evaluation			Written 20-mark assessment using skills of Explanation and Evaluation	Written 20-mark assessment using skills of Explanation and Evaluation	

## Philosophy and Ethics KS3 Curriculum Map



Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Life After Death	Problem of Evil	Introduction to Buddhism		The Island	
<b>Content:</b> what will students know?	1) How mortality affects our view of the meaningfulness of life. 2) Different kinds of evidence for the Afterlife: Past Life Regression; Near Death Experiences etc. 3) In-depth case study on Past Life Regression, culminating in a class debate.	1) Understanding the challenge to God's existence presented by evil and suffering. 2) The soul-making theodicy. 3) The Augustinian theodicy. 4) The Free-Will defence. 5) Buddhist perspectives on evil.	1) The life of the Buddha. 2) The Buddha's teachings. 3) The Four Noble Truths. 4) The Eightfold Path. 5) Different types of Buddhism. 6) Pilgrimage in Buddhism. 7) Buddhist festivals. 8) Meditation.		1) How to fairly distribute wealth and resources. 2) Which laws a society should set for itself. 3) How a society should govern itself. 4) How to create social cohesion through symbology. 5) How a society should recognise important events in the lives of its members. 6) The role of religion is shaping a society. 7) Defending a society from threats.	
<b>Skills:</b> What will students be able to do?	1) Explain various kinds of evidence for the afterlife. 2) Evaluate these kinds of evidence and decide whether any of them are convincing.	1) Explain the Problem of Evil, and its implications for traditional theism. 2) Explain the responses to this challenge that theodicy can offer. 3) Evaluate the convincingness of these responses arrive at a justified conclusion.	1) Explain the core beliefs and practices within Buddhism. 2) Explain how these can inform the philosophical issues approached in the previous two topics. 3) Explain the influence of these beliefs and practices on the lives of Buddhists today. 4) Evaluate the plausibility of the core claims of Buddhism, and the answers that they give to the questions students have been discussing this year.		1) Explain a range of challenges that arise as a result of collective living in a society. 2) Explain how a range of different philosophical positions would address these challenges. 3) Evaluate the convincingness of each answer, and come to a justified conclusion.	
<b>Other:</b> Literacy, numeracy, ethos etc.	1) Personal reflection on existential questions. 2) In-depth analysis of a single question. 3) Debate skills.	1) Debate, discussion and oracy skills. 2) Critical thinking.	1) Appreciating diversity of worldviews. Cultural capital. 2) Ethical reasoning. 3) Historical knowledge of the period of the Buddha's life.		1) Teamwork and collective decision-making. 2) Political education, cultural capital. 3) Debate, oracy and discussion skills. 4) Creativity and artistic skills in designing their ceremonies.	
<b>Assessment</b>	Written 20-mark assessment using skills of Explanation and Evaluation	Written 20-mark assessment using skills of Explanation and Evaluation			Written 20-mark assessment using skills of Explanation and Evaluation	

## Philosophy and Ethics KS3 Curriculum Map



Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Animal Rights	Introduction to Judaism + Remembering the Holocaust		Sikh Practices	Human Rights and Discrimination	Planet Earth
<b>Content:</b> what will students know?	<ol style="list-style-type: none"> <li>1) Human use of animals.</li> <li>2) Medical testing</li> <li>3) Vegetarianism</li> <li>4) Genetic modification</li> <li>5) Justifying animal rights</li> <li>6) Intensive farming</li> </ol>	<ol style="list-style-type: none"> <li>1) Diversity in Judaism.</li> <li>2) Abraham</li> <li>3) Moses</li> <li>4) Jewish Festivals</li> </ol> <ol style="list-style-type: none"> <li>1) What was the Holocaust?</li> <li>2) Pre-war Germany and the Nuremberg Laws</li> <li>3) Resistance to the Holocaust</li> <li>4) Moral culpability for the Holocaust</li> <li>5) The Kindertransport</li> <li>6) The Righteous Among Nations</li> <li>7) Individual stories of Holocaust victims</li> </ol>		<ol style="list-style-type: none"> <li>1) Core Sikh beliefs</li> <li>2) Sikh festivals and ceremonies.</li> <li>3) Sikh rituals</li> <li>4) The importance and relevance of practices</li> <li>5) The link between beliefs and practices.</li> <li>6) The link between Sikh practices and the ethical issues of the year.</li> </ol>	<ol style="list-style-type: none"> <li>1) The content of UNDHR</li> <li>2) History of UNDHR</li> <li>3) Case studies in application of human rights.</li> <li>4) Prejudice and discrimination</li> <li>5) Sexism and religion</li> </ol>	<ol style="list-style-type: none"> <li>1) The value of the natural world</li> <li>2) Threats to the Natural World</li> <li>3) Conservation and environmentalism</li> <li>4) Conservation at home</li> <li>5) Conservation research project</li> </ol>
<b>Skills:</b> What will students be able to do?	<ol style="list-style-type: none"> <li>1) Explain which putative rights animals have.</li> <li>2) Explain a range of different challenges to these rights.</li> <li>3) Evaluate these ethical challenges, and justify a personal opinion on them.</li> </ol>	<ol style="list-style-type: none"> <li>1) Explain basic Jewish beliefs and foundational stories</li> <li>2) Explain the importance of these beliefs to the historical and present Jewish community.</li> </ol> <ol style="list-style-type: none"> <li>1) Explain the historical events surrounding the Holocaust.</li> <li>2) Explain how individuals and groups resisted Nazi rule.</li> <li>3) Explain how the Jewish community responded to the Holocaust, drawing upon the material of the previous topic.</li> <li>4) Evaluate the moral lessons of the Holocaust.</li> <li>5) Evaluate how the Holocaust should be taught and remembered.</li> </ol>		<ol style="list-style-type: none"> <li>1) Explain core Sikh beliefs and practices.</li> <li>2) Explain how these relate to the questions of previous topics.</li> <li>3) Explain the contemporary importance of these beliefs and practices.</li> <li>4) Evaluate these core beliefs are practices for both plausibility and efficacy.</li> </ol>	<ol style="list-style-type: none"> <li>1) Explain the content, history and philosophical assumptions of the UNDHR.</li> <li>2) Explain how the UNHDR could be applied to contemporary events.</li> <li>3) Explain some current threats to Human Rights.</li> <li>4) Evaluate the efficacy of the UNDHR at achieving its stated aims.</li> </ol>	<ol style="list-style-type: none"> <li>1) Explain different perspectives on valuing the natural world.</li> <li>2) Explain a range of threats to the environment, and responses to these.</li> <li>3) Evaluate the validity of different valuations of the natural world.</li> <li>4) Evaluate how environmentalism should be ethically prioritised.</li> </ol>
<b>Other:</b> Literacy, numeracy, ethos etc.	<ol style="list-style-type: none"> <li>1) Ethical reasoning.</li> <li>2) Debate, discussion and oracy skills.</li> <li>3) Teamwork.</li> </ol>	<ol style="list-style-type: none"> <li>1) Historical knowledge of the relevant period</li> <li>2) Empathy and moral sensitivity</li> <li>3) Ethical reasoning.</li> <li>4) Debate, discussion and oracy skills.</li> </ol>		<ol style="list-style-type: none"> <li>1) Appreciating diversity of worldviews. Cultural capital.</li> <li>2) Critical thinking.</li> </ol>	<ol style="list-style-type: none"> <li>1) Historical knowledge of the relevant period</li> <li>2) Ethical reasoning.</li> <li>3) Debate, discussion and oracy skills.</li> </ol>	<ol style="list-style-type: none"> <li>1) Environmental science.</li> <li>2) Ethical reasoning.</li> <li>3) Research skills and inquiry learning.</li> </ol>
<b>Assessment</b>	Written 30-mark assessment using skills of Explanation and Evaluation	Written 30-mark assessment using skills of Explanation and Evaluation				Written 30-mark assessment using skills of Explanation and Evaluation