

### KS4 Curriculum Overview: Philosophy and Ethics (Year 9)

**Rationale:** In Year 9, we endeavour to continue to build on students' previous knowledge and experiences. Students focus for Year 9, is Christians beliefs and practices. Students will learn on a deeper level, paying particular attention to the evaluation and impact these beliefs and practices have on own their lives and Christians. In Year 9, students also study alongside Christianity, Theme A: Family. Students will be exposed to a range of subject specific terminology, and will learn how to use this accurately and appropriately in their extended exam responses. Students will develop their writing, through expression, application and evaluation and listening skills, to encourage high levels of curiosity and philosophical thinking.

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading
Autumn 1 and 2	<p><u>Christianity: Beliefs and Teachings</u></p> <p>This unit is designed to encourage students to explore what difference it makes to believe in a variety of key Christian beliefs and practices. It also encourages students to explore the significance of philosophy and ethics and the difference it can make to one's own behaviour and conduct in a modern society.</p>	'The resurrection of Jesus proves that God exists.' Discuss	Students are given 3 tasks to complete, leading to an extended exam response as an in class assessment	Full schemes of learning with associated resources on Staff Resources	<p>Knowledge: Crucifixion, the resurrection, the incarnation, salvation, the Trinity, ascension, the afterlife</p> <p>Skills: Identifying Showing respect Response Comparison Evaluation / Decision making</p>	<p>Guided reading tasks Biblical texts including, quotes, parables, source analysis Definition of key terms Application of command words</p>
Spring 1 and 2	<p><u>Christianity: Practices</u></p> <p>This unit is designed to encourage students to explore what difference it makes to believe in a variety of key Christian beliefs and practices. It also encourages students to explore the significance of philosophy and ethics and the difference it can make to one's own behaviour and conduct in a modern society.</p>	'The most important duty of the Church is to help people in need.' Discuss	Students are given 3 tasks to complete, leading to an extended exam response as an in class assessment	Full schemes of learning with associated resources on Staff Resources	<p>Knowledge: Baptism, Pilgrimage, festivals, persecution, Holy Communion, Worship, mission and evangelism</p> <p>Skills: Identifying Showing respect Response Comparison Evaluation / Decision making</p>	<p>Guided reading tasks Biblical texts including, quotes, parables, source analysis Definition of key terms Application of command words</p>

Summer 1 and 2	<u>Theme A: Family</u>  This unit is designed to explore a variety of Christian beliefs and practices on the family, marriage, divorce and contraception.	'For religious believers sexual relationships should only take place within marriage' Discuss	Students are given 3 tasks to complete, leading to an extended exam response as an in class assessment	Full schemes of learning with associated resources on Staff Resources	Knowledge: human sexuality, sexual relationships before and outside marriage, contraception and family planning, marriage, divorce, gender equality  Skills: Identifying Showing respect Response Comparison Evaluation / Decision making	Guided reading tasks Biblical texts including, quotes, parables, source analysis Definition of key terms Application of command words Reading of current news events
<b>KS4 Curriculum Overview: Philosophy and Ethics (Year 10)</b>						
<b>Rationale:</b> In Year 10, we endeavour to continue to build on students' previous knowledge and experiences. Students focus for Year 10, is Islamic beliefs and practices. Students will learn on a deeper level, paying particular attention to the evaluation and impact these beliefs and practices have on own their lives and Muslims. In Year 10, students also study alongside Islam, Theme B: Life. Students will be exposed to a range of subject specific terminology, and will learn how to use this accurately and appropriately in their extended exam responses. Students will develop their writing, through expression, application and evaluation and listening skills, to encourage high levels of curiosity and philosophical thinking.						
<b>Term / Length of Unit</b>	<b>Outline</b>	<b>Assessment</b>	<b>Home Learning</b>	<b>Resources</b>	<b>Knowledge/Skills End Points</b>	<b>Reading</b>
Autumn 1 and 2	<u>Islamic: Beliefs and Teachings</u>  This unit is designed to encourage students to explore what difference it makes to believe in a variety of key beliefs and practices from the Islamic religion. It also encourages students to explore the significance of philosophy and ethics and if any the difference it can make to one's own behaviour and conduct in a modern society.	'Without Muhammad, Islam would never have developed as a religion' Discuss  Extended exam response, considering both sides and applying key beliefs covered.	Students are given 3 tasks to complete, leading to an extended exam response as an in class assessment	Full schemes of learning with associated resources on Staff Resources	<u>Knowledge</u> Oneness, supremacy, predestination, Sunni Islam, Shi'a Islam, Prophethood, Ibrahim, Muhammad, holy books  <u>Skills</u> Identifying Showing respect Response Comparison Evaluation / Decision making	Guided reading tasks Qur'an texts including, quotes, teachings, source analysis Definition of key terms Application of command words Reading of current news events

Spring 1 and 2	<p><u>Islamic: Practices</u></p> <p>This unit is designed to encourage students to explore what difference it makes to believe in a variety of key beliefs and practices from the Islamic religion. It encourages students to explore the significance of philosophy and ethics and if any the difference it can make to one's own behaviour and conduct in a modern society.</p>	<p>'The best way of being a good Muslim is by paying money to charity (Zakah).' Discuss</p> <p>Extended exam response, considering both sides and applying key beliefs covered.</p>	Students are given 3 tasks to complete, leading to an extended exam response as an in class assessment	Full schemes of learning with associated resources on Staff Resources	<p><u>Knowledge</u> The five pillars, Salah, the 10 Obligatory Acts, Sawm, Hajj, Jihad, Id-ul-Fitr, Id-ul-Adha, Ashura</p> <p><u>Skills:</u> Identifying Showing respect Response Comparison Evaluation / Decision making</p>	<p>Guided reading tasks Qur'an texts including, quotes, teachings, source analysis Definition of key terms Application of command words Reading of current news events</p>
Summer 1 and 2	<p><u>Theme B: Life</u></p> <p>This unit is designed to explore a wide range of Christian beliefs and practices on the environment, the value of life, abortion and euthanasia.</p>	<p>'Religious ideas about God creating humans are nonsense.' Discuss</p> <p>Extended exam response, considering both sides and applying key beliefs covered.</p>	Students are given 3 tasks to complete, leading to an extended exam response as an in class assessment	Full schemes of learning with associated resources on Staff Resources	<p><u>Knowledge</u> Origins of the universe, abortion, euthanasia, death and the afterlife, abuse of animals, abuse of the environment</p> <p><u>Skills:</u> Identifying Showing respect Response Comparison Evaluation / Decision making</p>	<p>Guided reading tasks Biblical and Qur'an texts including, quotes, teachings, source analysis Definition of key terms Application of command words Reading of current news events</p>

#### KS4 Curriculum Overview: Philosophy and Ethics (Year 11)

**Rationale:** In Year 11, we endeavour to continue to build on students' previous knowledge and experiences. Students focus for Year 11, is Christians and Islamic beliefs and practices from both year 9 and 10. Students will learn on a deeper level, paying particular attention to the evaluation and impact these beliefs and practices have on own their lives, Christians and Muslims. In Year 11, students also study alongside both Christianity and Islam Theme D: War and Theme E: Crime. Students will be exposed to a range of subject specific terminology, and will learn how to use this accurately and appropriately in their extended exam responses. Students will develop their writing, through expression, application and evaluation and listening skills, to encourage high levels of curiosity and philosophical thinking.

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading
Autumn 1 and 2	<p><u>Theme D: War</u></p> <p>This unit is designed to explore a variety of Christian beliefs and practices on war, Jihad, Terrorism, pacifism.</p>	<p>'The best way to bring about world peace is for more individuals to become pacifists.' Discuss</p>	Students are given 3 tasks to complete, leading to an extended exam response as an in class assessment	Full schemes of learning with associated resources on Staff Resources	<p>Knowledge: War, pacifism, Conscientious Objector, terrorism, extremism, peace-making, reconciliation</p> <p><u>Skills:</u></p>	<p>Guided reading tasks Biblical and Qur'an texts including, quotes, teachings, source analysis Definition of key terms Application of command words Reading of current news events</p>

		Extended exam response, considering both sides and applying key beliefs covered.			Identifying Showing respect Response Comparison Evaluation / Decision making	
Spring 1 and 2	<u>Theme E: Crime</u>  This unit is designed to explore a variety of religious beliefs and non-religious beliefs on key topic relating to crime. Students explore the death penalty, reasons for crime, aims of punishment and seeking forgiveness	'A life sentence should mean life in prison.' Discuss	Students are given 3 tasks to complete, leading to an extended exam response as an in class assessment	Full schemes of learning with associated resources on Staff Resources	Knowledge: Social justice, good, evil, punishment, community service, death penalty, forgiveness, treatment of criminals  Skills: Identifying Showing respect Response Comparison Evaluation / Decision making	Guided reading tasks Biblical and Qur'an texts including, quotes, teachings, source analysis Definition of key terms Application of command words Reading of current news events
Spring 1	<u>Used for revision of Christianity and Islam</u>	February PPE	Revision Activity for PPE	Full schemes of learning with associated resources on Staff Resources	Skills: Identifying Showing respect Response Comparison Evaluation / Decision making	Guided reading tasks Biblical and Qur'an texts including, quotes, teachings, source analysis Definition of key terms Application of command words Reading of current news events
Spring 2	<u>Used for revision of Themes A, B, D and E</u>	Walking, Talking PPE	Revision Activity for PPE	Full schemes of learning with associated resources on Staff Resources	Skills: Identifying Showing respect Response Comparison Evaluation / Decision making	Guided reading tasks Biblical and Qur'an texts including, quotes, teachings, source analysis Definition of key terms Application of command words Reading of current news events