

Adaptation	Throughout this topic, quality first teaching will provide differentiation:			
QFT/SEND Provision	By product: differential outcomes using must, could, should.			
	By resource: PowerPoints have different levels of differentiation to access, 'key points' extension, stretch and challenge.			
By Intervention: by providing different levels of supervision and support, revision drop ins, catch up sessions.				
By Progressive Questioning: exploring pupils' understanding through interactive dialogue.				
By Grouping: according to prior attainment, gender and behaviour				
By Task: Many tasks are scaffolded to support students, where there is a choice of task students are supported in choosing the task which will best support them to achieve their ability.				
By Offering Optional Activities: In class or as homework, to extend learning.				
Implementation Curriculum Delivery	#	Lesson Title, Lesson Objectives, Scripture:	Lesson builds upon:	This will be developed in:
Learning Outcomes (Core Knowledge)	1	Beliefs in the UK <i>To know what beliefs system currently are prevalent in the UK. To know what it means to be atheist and agnostic.</i> <ul style="list-style-type: none"> To know that the census shows a rise in atheism in the UK. To know that atheism means not believing in God. To know that agnosticism means not being sure if God exists. To know that Humanists are atheists. To know that Humanists share many values with religious people. 	Y7 the island and Y8 Ultimate questions where students explore theism / atheism and world views.	The new atheism lesson where students look at how the events of 9/11 saw rise of a 'new atheism.'
	2	New Atheism and Humanism <i>To know what the term of 'New Atheism' and 'Humanism' are.</i> <ul style="list-style-type: none"> To know that new atheism means believing that religion is dangerous and delusional, that new atheists want rid of religion To know that religious people believe answers of faith cannot be answered in the same way as scientific questions. To know what Pascals wager is. 	Students look at how atheism has changed since the rise of new atheism.	Students will apply humanist views alongside other religious views in the following lessons.
	3	Absolutism and relativism <i>To know Absolutism and relativism and how they are used to make moral decisions.</i> <ul style="list-style-type: none"> To Know what absolutism is. To know examples of absolute approaches to moral decision making. To know what relativism is. To know examples of relativist approaches to moral decision making. 	Students look at how non-religious people can make moral decisions.	Students will apply the absolutist and relative moral theories to the moral decisions in L4-7.
	4	The Trolley Problem <i>To explain what the trolley problem is and how different approaches to moral decision making will respond to it.</i> <ul style="list-style-type: none"> To Know what the trolley problem is To know how different ethical theories would determine what is the morally right thing to do. To know how this applies to the world today. 	Students apply Utilitarianism, SE and DCT to the trolley problem.	Students will continue to apply the moral theories to AI, medical and animals.
	5	Artificial Intelligence <i>To know what artificial intelligence is and the importance of morality in developing AI.</i> <ul style="list-style-type: none"> To Know what artificial intelligence is. To know why ethics is needed with the development of A.I. To know what ethical egoism is and how they would programme A.I. 	Students build upon the knowledge of ethical theories by applying them to AI.	Students will start to apply the new knowledge of egoism to future ethical issues.
	6	Medical Ethics <i>To be understand the term medical ethics and how decisions are made using ethical theories.</i> <ul style="list-style-type: none"> To Know how medicine can raise ethical issues. To Know how different ethical theories apply to medical ethics. 	Students are continuing to apply their ethical theories to embed their application.	students will look at a new ethical theory of speciesism.

	7	<p>Speciesism</p> <p><i>To understand Peter Singer's argument on speciesism.</i></p> <ul style="list-style-type: none"> • Know what speciesism is. • Know Peter Singers argument for speciesism. • Know how it would affect moral decisions on animal rights. 	<p>Students continue to embed their ethical theory knowledge by applying it to animal issues.</p> <p>Students continue to explore ethical issues from religious and non-religious views in the GCSE Themes units.</p>
Current learning to be developed in the future within:	<p>See the table above which explains the sequencing of lessons, detailing where the learning will be developed. This unit is a foundation for upcoming GCSE units of work where students look at religious and non-religious views on ethical issues.</p>		
Assessment	<p>Students will be formatively assessed through knowledge checks and key word checks. Students will also be asked to write supporting arguments, counter supporting arguments and a conclusion. The key development of skill is a conclusion which demonstrates sufficient evaluation. Students will be assessed summatively once before starting the GCSE content after February half term.</p>		
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>		