



# YEAR 9 Spring 1

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Philosophy and Ethics



<b>Curriculum Intent</b>	<p><b>Why do we teach this to students?</b></p> <p>To understand the wide range of world views within the UK particularly a focus on atheism and agnosticism. This unit will help our students to understand what factors people use to make moral decisions and if this is affected by your belief system. Students will be able to see 'what difference does it make to be religious' as they will be able to compare religious and non-religious approaches to moral decision making.</p> <p><b>Why do we teach this now?</b></p> <p>Students will be starting the GCSE units of work after February half term and therefore require a knowledge of ways of making moral decisions from a religious and non-religious perspective, which will aid them in paper 2 of their GCSE exam.</p> <p><b>Links to the Oldham Local Agreed Syllabus:</b> <b>Links to the Manchester Diocesan Agreed Syllabus:</b> 3.13: What difference does it make to be non-religious in Britain today? 3.14: Good, bad, right, wrong; how do I decide?</p> <p><b>Specification aims:</b></p> <p>The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. (Manchester Diocesan Agreed Syllabus)</p> <p><b>Assessment Objectives:</b></p> <p>As the most up to date document out assessment objectives are taken from our Locally Agreed Syllabus. These reflect the 3 main assessment objectives of our diocesan agreed Syllabus.</p> <p><b>Make sense of a range of religious and non-religious beliefs, so that they can:</b></p> <ul style="list-style-type: none"><li>- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary;</li><li>- explain how and why these beliefs are understood in different ways, by individuals and within communities;</li><li>- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.</li></ul> <p><b>Understand the impact and significance of religious and non-religious beliefs, so that they can:</b></p> <ul style="list-style-type: none"><li>- examine and explain how and why people express their beliefs in diverse ways;</li><li>- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world;</li><li>- appreciate and appraise the significance of different ways of life and ways of expressing meaning.</li></ul> <p><b>Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:</b></p> <ul style="list-style-type: none"><li>- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses;</li><li>- challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response;</li><li>- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.</li></ul>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC: Spiritual:</b> The ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. sense of enjoyment and fascination in learning about themselves, others and the world around them. <b>Moral:</b> acceptance and engagement with the fundamental British values: individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. <b>Cultural:</b> understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.</p> <p><b>PSHE:</b> Tackling religious discrimination</p> <p><b>British Values:</b> Individual liberty, mutual respect and tolerance of those of different faiths and beliefs.</p> <p><b>Skills Builder:</b> Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork</p>
<b>Numeracy</b>	Students will explore concepts of time when looking at the history of Abraham and the Temple
<b>Literacy</b>	<p><b>Vocabulary Tier 2:</b> explain, moral decision making, theory, absolute, relative,</p> <p><b>Vocabulary Tier 3:</b> atheism, new atheism, agnosticism, humanism, absolutism, relativism, situation ethics, divine command, utilitarianism, egoism, speciesism.</p> <p><b>Reading:</b> Students have the opportunity to read religious texts. They will summarise teachings, ideas, arguments etc. This also allows students the opportunity to clarify - discussion of any words or ideas that the student didn't understand.</p> <p><b>Writing:</b> Religious Studies is a literacy based subject. Students are supported in developing their answers to explain the beliefs and impacts of those beliefs. Students are also working on explaining their own views and beliefs as well as those of others.</p> <p><b>Oracy:</b> Students need to be able to articulate their own ideas and beliefs as well as discuss this with other students. Then sharing of ideas through discussion allows students to understand different points of view. Questioning of their points of view also allows them to develop their reasoning so that their arguments can stand up to scrutiny.</p>
<b>Becoming future ready</b>	<p>RS students develop:</p> <ul style="list-style-type: none"><li>- the ability to build and interrogate arguments and how to question and evaluate narratives</li><li>- critical thinking skills and the ability to interpret information, formulate questions and solve problems</li><li>- organisational and time management skills</li><li>- teamworking and communication skills</li><li>- writing skills, including accurate referencing and the ability to construct a reasoned argument</li><li>- empathy and the ability to understand people and their motivations</li><li>- the ability to appreciate different perspectives and take on board others' views</li><li>- the ability to work methodically and accurately</li><li>- independence of mind and the ability to think for yourself.</li></ul>

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

	7	<b>Speciesism</b>	Students continue to embed their ethical theory knowledge by applying it to animal issues.	Students continue to explore ethical issues from religious and non-religious views in the GCSE Themes units.
		<i>To understand Peter Singer’s argument on speciesism.</i> <ul style="list-style-type: none"><li>• Know what speciesism is.</li><li>• Know Peter Singers argument for speciesism.</li><li>• Know how it would affect moral decisions on animal rights.</li></ul>		
<b>Current learning to be developed in the future within:</b>	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.			
<b>Assessment</b>	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.			
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.			