

Curriculum Intent, Implementation and Impact 2022-2023

Subject: Philosophy and Ethics

Year group: 11

Periods per fortnight: 1

INTENT:

The core purpose of Philosophy and Ethics at The Buckingham School is human development. By giving students valuable insights into the diverse beliefs and opinions held by people today, Philosophy and Ethics helps with students' own personal development and supports an understanding of the spiritual, moral, social and cultural questions that surface again and again in their lives. Philosophy and Ethics encourages us to explore and challenge our assumptions about what we are, how we think, and the nature of the world around us. Philosophy and Ethics provides opportunities to investigate a major and distinctive dimension of what it means to be a person: the search for meaning, purpose and value in a wondrous but also often confusing and sometimes threatening world. In Philosophy and Ethics lessons, students take the methods and tools of philosophical and ethical enquiry and apply them to contemporary beliefs and values, and key issues facing the world today. How we live has a big impact on others, in terms of the relationships we cultivate, the behaviours we adopt or avoid, and the principles we choose to live by.

There are two educational purposes to Philosophy and Ethics education at The Buckingham School, both in support of its core purpose of human development. Firstly, so that students can learn more about themselves and their place in the world from their study of religion and worldviews. Secondly, so that they can learn about religions and worldviews which have influenced the lives of millions of people and heavily influenced the development of different human cultures. These two purposes work together in order to help create well-rounded individuals who challenge stereotypes, promote cohesion and reject extremism. Philosophy and Ethics does important work encouraging young people to value themselves and the communities in which they live.

IMPLEMENTATION:

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term 14 weeks	<p><u>Religion and the Individual</u> Key content:</p> <ul style="list-style-type: none"> • What is the difference between faith and belief? • Should religious people be able to express their faith however they choose? • Why is Shabbat important in Judaism? • How do Christians live their faith? • How do Jews live their faith? • How and why do some people dedicate their lives to their religion? <p>Extended writing practice opportunities: Lesson 4 – 'A day in the life of a Christian' article</p>	<p><u>Interleaving Opportunities</u> The question of 'Should religious people be able to express their faith however they choose?' revisits the concepts covered in Year 8 Unit 2 Lesson 1 'Is it possible for everyone to have religious freedom?'. The question of 'How do Christians live their faith?' revisits the concepts covered in Year 10 Unit 2 Lesson 5 'How does religion influence Christian family life?'. The question of 'How do Jews live their faith?' revisits the concepts covered in Year 10 Unit 2 Lesson 6 'How does religion influence Jewish family life?'</p>	<ul style="list-style-type: none"> • Discuss the topics with students • Encourage students to carry out wider reading around the topics to further their knowledge

<p>Spring Term</p> <p>12 weeks</p>	<p><u>Religion and the World</u> Key content:</p> <ul style="list-style-type: none"> • Does God exist? • What is God like? • Are we all responsible for ending global poverty? • What do the Abrahamic religions teach about poverty and wealth? • Human rights or human responsibilities? • Whose world is it anyway? 	<p><u>Interleaving opportunities</u> The question of 'Does God exist?' is revisited in greater depth from the Year 7 Unit 1 Lesson 2 of the same name.</p> <p>The question of 'What is God like?' is revisited in greater depth from the Year 7 Unit 1 Lesson 3 of the same name.</p> <p>The question of 'Human rights or human responsibilities?' revisits the concept of human rights that was covered in Year 9 Unit 2 Lesson 5 'Where do human rights come from?'. The question of 'Whose world is it anyway?' revisits the concepts from Year 9 Unit 2 Lessons 1-3.</p>	<ul style="list-style-type: none"> • Discuss the topics with students • Encourage students to carry out wider reading around the topics to further their knowledge
<p>Summer Term</p> <p>6 weeks</p>	<p><u>Religion and Relationships</u> Key content:</p> <ul style="list-style-type: none"> • Should religion define our attitudes towards sexual relationships? • Is the concept of marriage still relevant in today's society? • Is masculinity toxic? 	<p><u>Interleaving opportunities</u> The question of 'Is the concept of marriage still relevant in today's society?' revisits the concepts from Year 10 Unit 2 'Religion and Family'.</p>	<ul style="list-style-type: none"> • Discuss the topics with students • Encourage students to carry out wider reading around the topics to further their knowledge

IMPACT:

- All of our students at The Buckingham School are supported in becoming well-rounded individuals.
- All students have a sound knowledge and understanding of the beliefs and customs of major world religions, and Christianity and Judaism in particular.