

Curriculum Intent, Implementation and Impact 2022-2023

Subject: Philosophy and Ethics

Year group: 7

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>Does Belief in 'God' Make Sense?</u> Key content:</p> <ul style="list-style-type: none"> • Why study Philosophy and Ethics? • What do the religions say about the nature and existence of 'God'? • How are they similar to and different from each other and how do they differ within the religions? • Would the world be a better place if there were no belief in 'God'? • What are atheism and agnosticism? • If there is no form of divine power ('God'), how can we make sense of life? <p>Extended writing practice opportunities:</p>	<p><u>Interleaving Opportunities</u> The concepts of the nature and existence of God are returned to in Year 8 Unit 1 Lesson 6 'The Problem of Evil' and Year 9 Unit 1 Lesson 7 'Why is There Something Rather Than Nothing?' The concepts are explored in more depth in Year 11 Unit 2 Lesson 1 'Does God Exist?' and Lesson 2 'What is God Like?'</p> <p>The concept of 'would the world be a better place if ...' is returned to in Year 8 Unit 1 Lesson 5 'Would the world be a better place if everybody obeyed the law?'</p> <p>The question of whether or not the world would be a better place without religion is returned to in Year 9 Unit 4 'Is Religion Still Relevant?'</p>	<p><u>Does Belief in 'God' Make Sense?</u></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>Lesson 4 – Holy Trinity conversation script</p> <p>Lesson 8 – Humanist diary entry</p>		
<p>Spring Term</p> <p>12 weeks</p>	<p><u>What Does it Mean to be Human?</u></p> <p>Key content:</p> <ul style="list-style-type: none"> • What do some religions teach about being human and what do atheists believe? • Why is our sense of identity important and what makes me, me, you, you and us human? • Is there more to life than just the material and physical? • Do humans have a soul? • What do the religions teach about what happens when we die? <p>Extended writing practice opportunities: Lesson 3 – Mind-body debate 'how far' answer</p>	<p><u>Interleaving opportunities</u></p> <p>The concept of what it means to be human is revisited in Year 10 Unit 1 Lesson 2.</p> <p>The concepts of what happens when we die and whether or not humans have a soul are revisited in Year 10 Unit 1 Lesson 3.</p>	<p><u>What Does it Mean to be Human?</u></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>12 weeks</p>	<p><u>Do Worship and Prayer Serve Any Purpose?</u></p> <p>Key content:</p> <ul style="list-style-type: none"> • How do Buddhists worship? • How do Buddhists use meditation and mantras to worship? • How do Sikhs worship? • What does Sikh worship tell us about their beliefs and attitudes? • How do Christians worship? • What does Christian worship tell us about their beliefs and attitudes? • How does religious worship compare to modern celebrity culture in terms of values and positive living? • What, if anything, is the point of worship? <p>Extended writing practice opportunities:</p>	<p><u>Interleaving opportunities</u></p> <p>The concept of worship is revisited on a number of occasions in Year 10 Unit 2 'Religion and Family' and Year 11 Unit 1 'Religion and the Individual'.</p>	<p><u>Do Worship and Prayer Serve Any Purpose?</u></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

	Lessons 1 and 2 – Buddhist worship leaflet		
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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, Sikhism and Buddhism in particular.