

Curriculum Intent, Implementation and Impact 2022-2023

Subject: Philosophy and Ethics

Year group: 8

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>How Do We Decide What is Right and Wrong?</u> Key content:</p> <ul style="list-style-type: none"> • What do the religions teach about how we should live? (Christianity focus) • What non-religious views are there? • Are all beliefs and theories about right and wrong equally valid? • If everyone just obeyed the law wouldn't the world be a better place? • What do the religions and beliefs teach about evil and suffering? • How can people believe in 'God' in the face of evil and suffering? • What if there were no evil and suffering? Would a perfect world be desirable or possible? 	<p><u>Interleaving Opportunities</u> The concept of 'would the world be a better place if ...' is covered in Year 7 Unit 1 Lesson 5 'Would the World Be a Better Place Without Belief in God?'</p> <p>The concept of the nature of God (covered in the 'evil and suffering' lessons) is revisited from Year 7 Unit 1 Lesson 3 'What is God Like?' and is considered again in Year 11 Unit 2 Lesson 2 'What is God Like?'</p>	<p><u>How Do We Decide What is Right and Wrong?</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

Spring Term 12 weeks	<p><u>One 'Truth' or Many?</u> Key content:</p> <ul style="list-style-type: none"> • What do the religions teach about living with people who have different beliefs and practices? • Why do religious beliefs seem to divide people more than bring them together? • How can all Sacred Texts be 'true'? • How can different faiths with different truth-claims work together? <p>Extended writing practice opportunities: Lesson 2 – Christian leader response letter Lesson 3 – Religious belief divisions 'how far' answer</p>	<p><u>Interleaving opportunities</u> The concept of religious beliefs dividing people is revisited in Year 9 Unit 1 Lesson 5 'Why Do Some Religious Believers and Some Scientists Disagree So Vehemently?'. The concept of truth in religion is revisited throughout Year 8 Unit 3 'What is 'Truth'?'</p>	<p><u>One 'Truth' or Many?</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
Summer Term 12 weeks	<p><u>What is 'Truth'?</u> Key content:</p> <ul style="list-style-type: none"> • In what sense can religious books and stories be 'true'? • What evidence is there for the truth of religious beliefs? • What does 'truth' mean in maths, science, literature, arts, history, philosophy, ethics and religion? Is there just one form of 'Truth'? • How do we decide what is 'true'? • Is factual truth all we need? • Is it possible or desirable for everyone to believe the same truth in the same way? 	<p><u>Interleaving opportunities</u> The concept of truth in religion was covered throughout Year 8 Unit 2 'One 'Truth' or Many?'</p>	<p><u>One 'Truth' or Many?</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

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.