

Principal aim of Philosophy and Ethics at Stokesley School.

The principal aims of philosophy and ethics 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. By offering students a curriculum that is challenging, enriching, provides reference to cultural capital, and is inclusive, demonstrates clearly the whole school ethos of being ready, respectful and ambitious.

Year 10 Philosophy and Ethics

Within the following units students build on their studies throughout years 7-9. We take these foundations and apply them to ethical questions on life. These units illustrate how philosophy and ethics is a living subject. Applying skills to key questions on sexuality, equality, values of human life along with debating religious and secular views on the same topics. The year finishes with a final look at the existence of God allowing students to apply all that they have learnt into more depth over how God is viewed within the modern world.

Students will also engage in a systematic enquiry into significant human questions which religion and world views address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to questions on capital punishment, war, conscientious objectors and peaceful protest'.

Methods of deepening and securing knowledge:

Philosophy and Ethics aims to use low-stake quizzing, whole class feedback, live marking and ambition time to address misconceptions. Collaboration through peer assessment, class discussions and quality Q&A. promote students' agency in learning. Student-centred resources to close gaps that our students have from previous Key Stages and to further enrich knowledge.

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| Retrieval Practice | Retrieval Practice is evident through Brain in gear activities and Key Learning Questions which link prior learning and current learning. |
| Concrete Examples | Use of modelling and clear success criteria for each task helps to engage learners with each task and aid progress. |
| "Becoming the Examiner" | Post-examination exercises enable students to review their examination papers alongside sample answers and mark schemes in order to improve their examination script in green ink; and students are aware that, even if top marks have been awarded, there is always room for a furthering of knowledge. |

| Year 10 Curriculum | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|--------------------|--|--|---|---|--|--|
| Topic(s) | Relationships and Families <ul style="list-style-type: none"> Philosophical and ethical concepts on fidelity. Sexuality. ethical modes of relationship. Relationship between religion and culture | Relationships and Families <ul style="list-style-type: none"> Philosophical and ethical concepts on equality Freedom of choice and restrictions on it. Duty to family and community. | Dialogue between religious and non-religious beliefs and attitudes. <ul style="list-style-type: none"> Philosophical and ethical concepts on secularism. Freedom of belief, expression, practice, society. The value of human life. | Dialogue between religious and non-religious beliefs and attitudes. <ul style="list-style-type: none"> Philosophical and ethical concepts on diversity Religious values Secular values. | Existence of God <ul style="list-style-type: none"> Philosophical arguments for the existence of God. Ways in which people of faith experience God. | Existence of God <ul style="list-style-type: none"> Miracles as a way of experiencing God. Different religious views on miracles. How miracles impact on believers negatively. |
| Assessment | Interim test based on GCSE exam questions. | End of unit test based on GCSE exam questions. | Interim test based on GCSE exam questions. | End of unit test based on GCSE exam questions. | Interim test based on GCSE exam questions. | End of unit test based on GCSE exam questions. |
| CEIAG | Teaching Professions, Medical and Caring Professions, Law and the Police Service, Probation, Community Liaison, Welfare and Social Work, Civil Service and Ministry of Defence, Journalism, charity workers, Faith Leaders, environmentalist. | | | | | |

Independent Work

Independent learning tasks will be set via google classrooms. The tasks are vital to enhance, prepare and consolidate all learning. Students will undertake the following activities;

- Being aware of current affairs by watching the news, bringing relevant articles to the classroom for discussion.
- Completing a task set in lesson and ambitions time to aid progression.
- Researching a new topic to be studied in the following lesson.