

### **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 7 Philosophy and Ethic**

Through the following units students build on their studies from key stage 2. Investigated in depth different religions and world views on the place of belief, exploring why Buddhists are relatively unconcerned about the idea of God, why this is vital matter for Christians, and why atheists reject the idea of God. The concept of proof is examined alongside related ideas about evidence, belief, perspective and interpretation. Students go on to explore Buddhists, Muslims and Sikhs ways of living, beliefs and communities, providing opportunities to consider challenging questions about the place of religion in Britain today and pupils' own thinking. This is developed further by looking at the purposes and types of worship. Students think about why places of worship exist and how they help religious communities.

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 ultimate questions, as well as develop responses of their own.

### **Methods of deepening and securing knowledge:**

Philosophy and Ethics aims to use low-stake quizzing, live marking, whole class feedback 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.

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 aids progress.
"Becoming the Examiner"	Use of self and peer assessment consolidate learning along with addressing misconceptions.

A. Know about and understand a range of religious views.			B. Express ideas and insights about the nature, significance and impact of religions and world views.			C. Gain and deploy the skills needed to engage seriously with religions and worldviews.		
A1. Explain and interpret a range of understandings of worship.			B1. Give an account of God's existence using a rational argument.			C1. Evaluate whether God's existence can ever be proven.		
A2. Explain a worldview which does not set out to prove God's existence. Explain how welcoming and charitable actions can be seen as worship. Explain how ancient spiritual practices still sustain believers.			B2. Offer reasons as to why we do, or do not, need to prove God's existence.			C2. Examine and evaluate British Society's treatment of immigrant religious groups.		
A3. Appreciate what is good about being a teenage Sikh, Buddhist and Muslim in Britain today and appraise what challenges are involved.			B3. Consider the key question and evaluate a variety of answers.			C3. Express insight into the purpose of worship, in light of different views. Investigate and explain what teenagers of faith say about Western values and express their own views.		

Year 7 Curriculum	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Topic(s)</b>	<b>Do we need to prove God exists?</b> <ul style="list-style-type: none"> <li>Who am I?</li> <li>What makes us human?</li> <li>What makes me, me?</li> <li>Belief in God - Atheist, Agnostic, and theist.</li> </ul>	<b>Do we need to prove God exists?</b> <ul style="list-style-type: none"> <li>Analysis of 4 philosophical views on the belief in God.</li> <li>Review of sacred texts and their relevance in today's society.</li> </ul>	<b>What is good and challenging about being a teenager of faith?</b> <ul style="list-style-type: none"> <li>Where do we belong?</li> <li>What does it mean to be part of a faith community?</li> <li>What does it mean to be a Muslim in Britain today?</li> <li>Prejudice and discrimination.</li> </ul>	<b>What is good and challenging about being a teenager of faith?</b> <ul style="list-style-type: none"> <li>What does it mean to be a British Sikh and Buddhist?</li> <li>What is good about being a teenager of faith?</li> <li>What are the challenges for teenagers of faith?</li> </ul>	<b>Should religious buildings be sold to feed the starving?</b> <ul style="list-style-type: none"> <li>What makes some places sacred?</li> <li>Why do people pray?</li> <li>How does worship develop the sense of community between different faiths?</li> </ul>	<b>Should religious buildings be sold to feed the starving?</b> <ul style="list-style-type: none"> <li>How does scripture and worship encourage support for the poor?</li> <li>Faith in action, investigation into religious charities and how they help the needy.</li> </ul>

<b>Assessment</b>	Moodboard - exploring what makes the student who they are.	Extended written task to answer the topic question.	A campaign poster to encourage interfaith cohesion.	A newspaper article exploring the question of What is good and what is challenging about a Sikh/Buddhist/Muslim in Britain today?	Interim test	You will produce a group presentation on a chosen Charity demonstrating faith in action.
<b>CEIAG</b>	Teaching Professions, Medical and Caring Professions, Law and the Police Service, Community Liaison, Welfare and Social Work, Ministry of Defence, Journalism, Recruitment, Counselling, Faith leaders, Community workers, Club leaders - coaches, musicians, and dance teachers, Charity workers and organisations.					

### 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.
- Revising for an upcoming assessment using a specifically designed revision sheet. Preparing for assessment is an essential part of each topic as each assessment allows teachers and students to see their progress. It is crucial that revision is completed so students can show off what they know
- Completing a task set in lesson
- Researching a new topic to be studied in the following lesson.
- Completion of ambition time task to aid progression