

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 8 Philosophy and Ethics

Through the following units students build on the foundation of study in year 7. Students learn in depth from different religious and spiritual ways of life. Reflecting on their view of suffering, and how people within a religion or world view understand and live with suffering in the world around them. Considering a diverse range of views about questions of expression and meaning in relation to spirituality and faith. They will explore religious and spiritual arts through a range of media, discussing the significance of creative expression in different faith 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 questions of suffering and how to be 'good'.

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 aid 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. Contrast two views of why we suffer from two different traditions.	B1. Give well-informed insights into two Christian views about why people suffer, supported by evidence from biblical text.	C1. Argue the case that religions do or do not offer good solutions as to why we suffer. Investigate and explain how and why music and art are important ways of expressing the spiritual.
---	--	---

<p>A2. Consider and weigh up how for religious answers to the questions of suffering are universally useful. Explain the impact of music and art in helping people to express ideas beyond words. Formulate an account of how religious teachings help people be good.</p>	<p>B2. Give examples of ways in which religious and non-religious principles guide people in living good lives. Weigh up the value of religion in benefiting individuals and society.</p>	<p>C2. Enquire into the meaning of both 'love thy neighbour' and the Golden Rule, 'treat others as you would like to be treated.' in today's world, expressing their own ideas about the impact on individuals and communities.</p>
<p>A3. Present a variety of interpretations of 'spiritual' and how these are expressed. Consider how far music and art help believers understand big ideas in their tradition.</p>	<p>B3. Consider and evaluate views of religion in relation to good and evil.</p>	<p>C3. Justify a supported response to the question of whether religion helps people to be good.</p>

Year 8 Curriculum	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Topic(s)</p>	<p>Why is there suffering? Are there any good solutions?</p> <ul style="list-style-type: none"> Identify the causes of suffering be it moral or natural. Explain the impact that suffering has on the belief in God. 	<p>Why is there suffering? Are there any good solutions?</p> <ul style="list-style-type: none"> Explain religious responses to why there is evil and suffering in the world. Consider whether there are any solutions to suffering? Is suffering a natural human state? 	<p>How can people express the spiritual through the arts?</p> <ul style="list-style-type: none"> Explore a range of definitions of 'spiritual' and 'spirituality'. Investigate what some people mean by 'living a spiritual life' or being a spiritual person. 	<p>How can people express the spiritual through the arts?</p> <ul style="list-style-type: none"> Compare and contrast depictions of Jesus. Investigate how different faiths express themselves through art and music. Expression of spirituality through art. 	<p>Does religion help people be good?</p> <ul style="list-style-type: none"> Compare religious moral rule with non-religious moral principles. Examine how different faiths interpret what is 'good' 	<p>Does religion help people be good?</p> <ul style="list-style-type: none"> Evaluate whether religion helps people be good? What can we learn from religions about deciding what is right and wrong?

Assessment	Interim test	Produce a A4 newspaper article exploring Evil and Suffering.	Interim test	All students will produce a piece of art/poetry to meet a chosen theme. The best 10 examples will be entered into the Natre Spirited Art competition.	Interim test	An extended piece of writing.'Is religion good for people? Does it help them to be good?'
CEIAG	Teaching Professions, Medical and Caring Professions, Law and the Police Service, 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.
- 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