

Principal aim of Philosophy and Ethics at Stokesley School

The principal aim of philosophy and ethics is to engage pupils in systematic inquiry 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 9 Philosophy and Ethic

Through the following units students build on the foundation of study in year 7&8. Students investigate in depth, different religious examples of engagement with crime, conflict and peace, exploring the issues surrounding the key topic questions. Opportunities for critical thinking and conversations develop argumentative skills using different dimensions of the topics studied. By exploring the concept of what happiness is and how it can be achieved, students revisit and develop what they understand about what a 'good life' is and how the belief in an existential being such as God might impact on this.

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, 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"	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.

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.
<p>A1. Explain and interpret religious and non-religious views on crime and punishment. Explain and interpret religious and non-religious views on conflict.</p>	<p>B1. Explain the religious and world views on capital punishment and its use.</p>	<p>C1. Offer a well-informed personal response to the role of conflict in the human condition; an aberration or a necessary evil?</p>
<p>A2. Present a coherent account of why some see religion as a power for peace, supported by evidence. Present a coherent account of why some see religion as a cause of conflict, supported by evidence. Formulate an account of how happiness could be derived from God.</p>	<p>B2. Weigh up the value of action in contributing to happiness.</p>	<p>C2. Examine and evaluate the ways diverse religious communities are affected by views of the impact of their religion on the world.</p>
<p>A3. Consider and weigh up arguments equating happiness with the end of craving.</p>	<p>B3. Consider and evaluate views of religion in relation to peace and conflict, based on evidence and reasoning.</p>	<p>C3. Evaluate religious and non religious commentaries on capital punishment. Express well-informed insights into the nature of peace: active non-violence or passive absence of war? Evaluate religious and non religious commentaries on types of happiness pursued by others</p>

Year 9 Curriculum	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Topic(s)</p>	<p>Crime and Punishment</p> <ul style="list-style-type: none"> • What causes people to commit crimes? • Types and Aims behind punishment 	<p>Crime and Punishment</p> <ul style="list-style-type: none"> • Links to different religious views on punishment and forgiveness • Capital punishment 	<p>Is religion a power for peace or a cause of conflict in the world today?</p> <ul style="list-style-type: none"> • What causes conflict. • What are the contrasting 	<p>Is religion a power for peace or a cause of conflict in the world today?</p> <ul style="list-style-type: none"> • The importance of peace and religious views on being 	<p>Should happiness be the purpose of life?</p> <ul style="list-style-type: none"> • What is happiness? • How is this depicted in religious text? • Comparison 	<p>Should happiness be the purpose of life?</p> <ul style="list-style-type: none"> • Comparing the religious idea of 'the good life' to a non-religious view of 'the good life'.

		debate	religious views on participation in conflict. <ul style="list-style-type: none"> Examining the concept of a just war, and Jihad and conscientious objectors. 	peacemakers. <ul style="list-style-type: none"> Debate on the conflicting religious and non religious views on the key question. 	between religious and non religious views on the significance of happiness.	<ul style="list-style-type: none"> Is it morally acceptable to pursue attaining happiness
Assessment	Baseline Assessment	Workbook WCF		Workbook WCF	End of year exams	
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.
- 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