



Ethics and Philosophy at The Hinckley School

<p><u>Curriculum Vision</u></p> <p>Ethics and Philosophy covers a range of the major world religions, ancient mythologies and Humanistic beliefs. It also explores a range of contemporary ethical issues throughout a student's seven-year journey. We aim to ensure students have a diverse choice of intriguing subjects to explore. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.</p>	<p><u>Subject Intent</u></p> <p><i>To develop independent learners and critical thinkers.</i></p>
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Key Stage 3

Term	Year 7	Year 8	Year 9
Autumn 1	What is belief?	What is the difference between moral and natural evil?	What is the sanctity of life?
Autumn 2	What are the origins of life?	What are the different views on evil and suffering?	When do we become a person?
Spring 1	What is the creation theory?	What is genocide? (Case studies of evil)	What is euthanasia?
Spring 2	What is the design theory?	What is genocide? (Case studies of evil)	What are eugenics?
Summer 1	Did God create the conditions of the Big Bang?	What are Christian views on evil and suffering?	Why do some people believe in capital punishment?
Summer 2	What are the origins of religion?	What are Buddhist and Muslim views on evil and suffering?	What are the issues surrounding suicide?
Endpoints	Students will demonstrate an improvement on oracy skills. Students will be able to identify what belief is. Students will be able to explore the different theories of origins.	Students will be able to differentiate between moral and natural evil. Students will be able to apply this knowledge to different case studies of evil. Students will be able to explain different religious views on evil and suffering.	Students will be able to explain what the sanctity of life is. Students will be able to form an opinion on when we become a person.



Key Stage 4:

Term	Year 10	Year 11
Autumn 1	Christian, Muslim and Humanist beliefs.	Religion and Life, Religion, crime and punishment.
Autumn 2	Christian, Muslim and Humanist beliefs.	Religion and Life, Religion, crime and punishment.
Spring 1	Christian, Muslim and Humanist practices.	Religion and Life, Religion, crime and punishment.
Spring 2	Christian, Muslim and Humanist practices.	Revision.
Summer 1	Relationships and Families, Human Rights and Social Justice.	Revision.
Summer 2	Relationships and Families, Human Rights and Social Justice.	Revision.
Assessment Objectives & Learning Aims	<p>Assessment Objectives</p> <p>The exams will measure how students have achieved the following assessment objectives.</p> <p>AO1: Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs. <p>AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.</p> <p>Learning Aims and Outcomes</p> <p>The specification should encourage students to:</p> <ul style="list-style-type: none"> • develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and Humanism. • develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions they are studying. • develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject. • reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life. • reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community. 	