



NHSG Key stage 3: Unit Overview for Y9 RS – Philosophy and Ethics

Scheme of Learning	Y9 RS – Philosophy and Ethics
Learning outcomes	By the end of the unit, students should have gained knowledge and understanding of the work of key theories, philosophers and ethicists. They should have the ability to discuss and debate the contribution of various scholars to the discipline of philosophy and ethics.
Key questions	Is there a truth to be known?
Knowledge What key concepts are covered? What key skills are developed? What key terminology is learned (i.e. glossary)?	Key Concepts <ul style="list-style-type: none"> • The theories of empiricism and rationalism. • Ancient Greek philosophers Plato & Aristotle • Science vs Religion – can they work together? • Does God exist? What evidence is there for and against? • What am I? Soul, body, mind. • Making moral decisions. • The ethical theories of Utilitarianism, Kant and Feminism. • Animal Rights. Key Skills <ul style="list-style-type: none"> • Evaluation – ability to evaluate philosophical and ethical theories. • Comparison – ability to draw out parallels, similarities and differences between different theories. • To judge the contribution of relevant scholars/theories. Key Terms/Glossary: <ul style="list-style-type: none"> • Empiricism • Rationalism • Absolute morality • Relative morality • Soul
Ongoing Assessment	In lessons there will be a recap practice quiz at the beginning of each lesson, checks for understanding such as use of mini whiteboards so students can hold up their responses, true/false statements that all students respond to (e.g. thumbs up/down) and similar throughout lessons.

Key Assessment	<p>Students will sit a mid-topic assessment which will consist of a MS form with two sections, one multiple choice and one looking at comparing evaluative statements.</p> <p>There will then be an end of topic assessment which will consist of deliberate practice around evaluation of key ethical question. This will include a shorter knowledge section, a section on writing evaluative arguments and a section on making a justified conclusion.</p>
Clear sequencing of content	<p>This topic introduces students to a different side of RS. Following work in years 7 and 8 on the religions of the world and the previous term in year 9 being dedicated to what constitutes a religion, students are now asked to consider big philosophical and ethical questions that have been asked throughout history.</p> <p>The features/dimensions of religion discussed in the previous term's work on Ninian Smart are naturally discussed in this topic, for example religious experiences a proof of God's existence, scripture as a foundation for faith etc. This topic is more in keeping with the demands of the GCSE and A level.</p>
Links to Careers	<p>This topic allows students to evaluate and analyse different answers to big questions, which lends itself well to any career involving critical thinking, problem solving and decision making.</p>
Diversity and Inclusion	<p>The topic is built upon the experiences of a variety of different people, including a variety of scholars throughout history. Contemporary moral issues such as same-sex marriage and feminism are discussed.</p>
Support	<p>Students will have worksheet booklets with key words and tasks included to help them with organising their folders and notes</p> <p>The RS SharePoint page has links to useful sites and podcasts to extend knowledge</p>
Challenge	<ul style="list-style-type: none"> • Peter Vardy: Ethics Matters can be given to the most able to stretch their thinking. • How the World Thinks: A Global History of Philosophy by Julian Baggini • The Philosopher Queens by Rebecca Buxton • You Kant Make It Up!: Strange Ideas From History's Great Philosophers by Gary Hayden <p>All of these books are now available in the school library.</p>

