



Philosophy & Ethics

Curriculum Vision



Philosophy & Ethics encourages students to learn from different religions, values, beliefs, and traditions, while exploring their own beliefs. We encourage our students to develop their sense of identity and belonging. Our lessons aim to prepare them for life in wider society.

Curriculum Principles

Curriculum Intent

Curiosity of their own and others' traditions, beliefs & cultures.

We want students to develop a love and curiosity for learning and understanding of what it means to be human. We aim to give the students a greater understanding of different belief systems and cultures to help build a more inclusive and diverse community. We will allow students to share their own experiences and show them that their belief system/worldview is valued and respected.

Breadth and depth of Philosophy & Ethics specific knowledge.

The curriculum model centres around re-visiting themes, offering opportunity to further increase, embed and secure knowledge, skills and understanding throughout. We aim to give our students the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Spiritual, moral, social, and cultural development.

We want to inspire and encourage students to build cultural capital, have an appreciation for and understanding of the relevance and impact that religions and beliefs have on the local community and wider world. We will enable students to explore the concepts of religion and beliefs and their role in the spiritual, moral, and cultural lives of people in our diverse society.

Personal development and well-being.

We want to play an important role in preparing pupils for adult life, employment, and lifelong learning. We want to help young people become successful learners, confident individuals, and responsible citizens. We want our students to develop moral awareness and social understanding that will impact on their overall behaviour for learning in and out of the classroom and in turn prepare students for the opportunities, responsibilities, and experiences of later life.

Transferrable communication & people skills.

We aim to give students a greater understanding of their local community and the wider world. We want students to have transferrable skills of analysis and communication for their lifelong benefit and to make informed decisions in society and the world. We will provide students with students develop their investigating, evaluating, debating and critical enquiry skills as they engage with Britain diverse society.



Philosophy & Ethics



Curriculum Implementation

Key Principles

The Philosophy & Ethics curriculum is heavily knowledge based which means the sequencing of our teaching must be designed to allow students to develop **disciplinary knowledge** alongside the **substantive knowledge**.

Our retrieval Aim High Starters and preliminary recall tasks which have been developed for all KS3 and 4 assessments are designed to encourage students to value their work, learn more, know more and remember more as they progress through the key stages.

Philosophy & Ethics Knowledge Rich Curriculum Structure

Subject Discipline	Domain Knowledge Threads	Domain Skills
Philosophy & Ethics	<p align="center"><u>Identity</u></p> <p align="center">To understand the factors which make up someone's identity.</p>	<p align="center">Investigating</p> <p>Key concepts and questions, including the meaning and purpose of life, beliefs, issues of right and wrong, and what it means to be human.</p>
	<p align="center"><u>Worldviews</u></p> <p align="center">To understand different religious & non-religious worldviews and the impact these have on people's lives.</p>	<p align="center">Evaluating</p> <p>Considering the importance of learning about different belief systems and the impact these have on different ways of life.</p>
	<p align="center"><u>Who Is God?</u></p> <p align="center">To understand the arguments for and against the existence of God.</p>	<p align="center">Respect for themselves & others</p> <p>In the light of what they learn, including people with different faiths and beliefs, whilst also challenging prejudices.</p>
	<p align="center"><u>The Origins of Life & the Universe</u></p> <p align="center">To understand religious & non-religious ideas about where life & the universe originated.</p>	<p align="center">Critical Enquiry Skills</p> <p>By expressing ideas and insights about the nature, significance and impact of religion and worldviews, so that they can express their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.</p>
	<p align="center"><u>The Importance of Human Life</u></p> <p align="center">To understand why human life is considered special and situations when this may be questioned.</p>	<p align="center">Literacy Skills</p> <p>the ability, confidence, and willingness to engage with language (subject specific) to acquire, construct and communicate meaning in all aspects of daily living.</p>
	<p align="center"><u>Morality</u></p> <p align="center">To understand what morality is and how to make decisions.</p>	

Building on prior learning – What can learners do by the end of Key Stage 2?

Schools maintained by the local authority will follow a course of study decided on by that local authority. This programme of study is known as the 'Local Agreed Syllabus': an RE syllabus which has been designed by the local authority in line with Section 375(3) of the Education Act 1996. This law requires that the Locally Agreed Syllabus reflects:

“That the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.”

The Hull and East Riding of Yorkshire Agreed Syllabus for Religious Education 2022 states that at the end of Key Stage 2, pupils should be able to:

- describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today;
- express understanding of the key concepts underpinning different faiths, linking sources of authority to belief;
- demonstrate understanding of how people express their identity and their spirituality through symbols and actions;
- show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable;
- offer some answers to challenging questions from different religious and non-religious perspectives;
- articulate the responses of different religious and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair;
- consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect;
- * make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals.

What are the knowledge gaps from Key Stage 2?

Variable between primary schools – some come into Holderness who have a very detailed understanding of the six major world religions, along with Humanism or Bah’ai.

However, some students arrive with very limited knowledge of any religion, besides some practices and beliefs of Christianity.

Philosophy & Ethics is not a subject studied – all schools focus on Religious Education. They do not cover the big life questions and issues of morality.

Philosophy & Ethics: Key Stage 3: Year 7 – Long Term Planning

Year 7 Big Question: Who Am I? Who Are You?

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Focus	What Does It Mean to Be Religious? <ul style="list-style-type: none"> Be able to recognise the four British Values of Individual Liberty, Rule of Law, Democracy, and Mutual Respect & Tolerance for Different Faiths, and be able to explain what each looks like. How Britain has become a multi-ethnic society & multi-faith society, the benefits, and the potential problems. A study of the six main world religions, where students will learn some of the key beliefs for each including what each religion believes about God, some practices, and their beliefs about the afterlife: Judaism, Christianity, Islam, Hinduism, Buddhism, Sikhism. Non-religious worldviews – Humanism. Can Community Cohesion be achieved? 		Where Do People Look for God? <ul style="list-style-type: none"> Characteristics of God. Where God can be seen – in nature. Prayer – is it possible to communicate with God? Muslim, Christian & Hindu prayer – how they pray, the purposes. What the holy books of the Bible, the Qur’an and the Vedas tell us about God. The features of Churches, Mosques and Mandirs, why religious people visit them. Why do religious people go on pilgrimage, with a focus on Christian, Muslim, and Hindu pilgrimages? The purpose of religious festivals, including how and why Muslims celebrate Eid, Christians celebrate Easter and Hindus celebrate Vaisakhi. 		What Makes Me, Me? – TBC Guest Speakers and Trips <ul style="list-style-type: none"> Identity – what factors have influenced my identity? (For example, friends, family, school, media) What our human rights are, and which ones the students think are most important for life in the UK. Do I identify as religious? What evidence do I have for my belief? 	
Skills Development	Investigating Evaluating Respect Enquiry Skills		Investigating Evaluating Respect Enquiry Skills		Investigating Evaluating Respect Enquiry Skills Literacy Skills	
Assessment Focus	What do I believe?	What are the obstacles to achieving community cohesion?	What does it mean to be ‘religious’?	How might a religious person’s belief affect their life?	Why do religious people pray/go on pilgrimage?	How do religious people encounter God?
Careers	Education		Charities		Social Worker	

Philosophy & Ethics: Key Stage 3: Year 8 – Long Term Planning

Year 8 Big Question: What Is the Meaning & Purpose of Life?

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Focus	Key Figures – Was Jesus God? <ul style="list-style-type: none"> Looking at who Jesus was from different viewpoints: (Jewish – blasphemer; Christian – Messiah; Muslim – Prophet; Atheist – just a man). Consider what qualities makes someone admirable (kind, generous, selfless). Linking these qualities to Jesus – Christians believe that Jesus was like a superhero. Consider what we can learn from Jesus' parables and miracles. Explain the reasons Christians believe that Jesus had to die (to bridge the gap of sin, to enable us to have an eternal relationship with God) and how this impacts Christians' lives today. Discuss Jesus' resurrection and what this proves to Christians (death is not the end, gives them hope). 		Why Do We Suffer? <ul style="list-style-type: none"> What is suffering? Different forms of suffering, moral and natural. The purpose of suffering – can it be explained? Christians and suffering – why do Christians believe we suffer? Muslims and suffering – why do Muslims believe we suffer? Buddhists and suffering – why do Buddhists believe we suffer? If suffering is some kind of test for the afterlife, what do different religions believe about the afterlife? We consider this from the viewpoints of Christians, Muslims, Buddhists, and non-religious people. 		What Is Truth? <ul style="list-style-type: none"> Origins of the Universe – Big Bang & Creationism Origins of Human Life – Evolution & the Creation Story Design Argument – has the Universe been designed? Evil & Suffering – how do E&S disprove God's existence? Are there other explanations? Prayer – why do religious people pray? What happens if their prayers are unanswered? Religious Experiences – do these prove God? Alternative explanations? Focus on Nicky Cruz. 	
Skills Development	Investigating Evaluating Respect Enquiry Skills Literacy Skills		Investigating Evaluating Respect Enquiry Skills Literacy Skills		Investigating Evaluating Respect Enquiry Skills Literacy Skills	
Assessment Focus	What can we learn from Jesus' parables and miracles?	Was Jesus God in skin form?	Does evil & suffering disprove God?	Is there evidence for an afterlife?	Where did the universe come from?	Do religious experiences prove that God is real?
Careers	Archaeologist		Therapy		Newspaper Journalist	

Philosophy & Ethics: Key Stage 3: Year 9 – Long Term Planning

Year 9 Big Question: How Much Autonomy Do We Actually Have: Is Freedom an Illusion?

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Focus	Can People Be Good Without God? <ul style="list-style-type: none"> What people base moral decisions on – family, friends, law, media, society. How people make decisions – by using their conscience, doing the most loving thing, how having extra information can sometimes make the decision harder. The reasons why have laws (to keep society ordered, to ensure people are protected) and why some people may argue we do not need laws. How religious people make decisions – moral codes in Christianity and Islam. How religious people are portrayed in the media, whether this portrayal is fair and, based on the moral codes, are these people good examples of their religion? Nature of worship. 		How Valuable is Human Life? <ul style="list-style-type: none"> The origins of human life – the Creation Story in the Bible. Why Christians believe humans are special (made in the image of God, only being with a soul) and what our purpose to life is. What our human rights are, and which ones the students think are most important for life in the UK when considering this topic. How religious rights link into human rights. The different causes of crime – including greed, poverty, and upbringing. The aims and theories of punishment – considering which form of punishment is most effective, including deterrence, retribution, reform, and protection. Arguments for and against capital punishment from Muslim, Christian & non-religious viewpoints. 		How Do Others Influence Us? <ul style="list-style-type: none"> How important is marriage to Christians and non-religious people? Divorce – reasons why some marriages (religious & non-religious) end in divorce & Christian views. Family Life – types of family in the UK, how some Christians raise their children. Attitudes towards sex – Christian views on sex before marriage, how this view is interpreted by more liberal Christians, non-religious views. Contraception – types of contraception (including artificial and natural, who may use them), their effectivity, and Christian views. Homosexuality – laws in the UK, how attitudes have changed over time, Christian views. 	
Skills Development	Investigating Evaluating Respect Enquiry Skills Literacy Skills		Investigating Evaluating Respect Enquiry Skills Literacy Skills		Investigating Evaluating Respect Enquiry Skills Literacy Skills	
Assessment Focus	How do people know what is right and wrong?	How and why do religious people worship?	Why are humans considered 'special'?	How should criminals be punished?	Why is marriage important?	How do divergent Christian groups view contraception?
Careers	Youth & Social Work		Legal Profession		Family Support Worker	

Philosophy & Ethics: Key Stage 4: Year 10 – Long Term Planning

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Focus	<p>Paper 1 Section 1: Christian Beliefs</p> <ul style="list-style-type: none"> The Trinity – God is the Father, Son, Holy Spirit, all are equal but have different roles. Evidence in the Bible & Nicene Creed. Creation – different interpretations of the Genesis creation story, whether it can be taken literally or is it a metaphor? The Incarnation – God became human in the form of Jesus to save people from sin. Jesus’ Last Days – what happened to Jesus in the lead up to his Crucifixion. Salvation – Jesus died for our sins. Eschatology – is there an afterlife? The evidence for this, how we will be judged. Evil & Suffering – the problem of evil, different ways of solving the problem (including Theological explanations, Biblical explanations, and Practical solutions). 	<p>Paper 1 Section 3: Living the Christian Life</p> <ul style="list-style-type: none"> Forms of worship (liturgical, non-liturgical) The seven Sacraments for Catholics / two Sacraments for other Christians (baptism & eucharist). The purpose of prayer. Why Christians go on pilgrimage – where they go and the activities they do. The importance of Christmas and Easter. The Local & Worldwide Church. The Future of the Church. 		<p>Paper 1 Section 2: Marriage & the Family</p> <ul style="list-style-type: none"> Revisit Year 9 topics – retrieval quizzes. How the Parish supports families, the reasons for doing so. Equality – the difference between prejudice & discrimination, the different Christian views about gender equality. Christian Attitudes to Gender Roles – how roles & views have changed over time. Equality – the difference between prejudice & discrimination, the different Christian views about gender equality. Christian Attitudes to Gender Roles – how roles & views have changed over time. 	<p>Paper 1 Section 4: Matters of Life & Death</p> <ul style="list-style-type: none"> Christian teachings about the origins and value of the universe & life: scientific explanations for the origins of the universe & life and Christian responses to them. Sanctity of life: why human life is holy; how the Bible can be interpreted to show life as special, the importance of sanctity of life today. Abortion & Euthanasia – nature of each, Christian responses, biblical teachings, ethical theories. Christian teachings and beliefs about life after death & beliefs that support the existence of a life after death (including remembered lives, paranormal, logic, reward, comfort and meeting loved ones who have passed on). Christian responses to non-religious arguments against life after death: why Christians reject them (including as a source of comfort, lack of evidence). Issues in the natural world – threats to the world, including pollution, global warming, and the use of natural resources; stewardship and humanity’s role as stewards. Animal rights (inc. experimentation & food). 	
Skills Development	Investigating Evaluating Respect Enquiry Skills Literacy Skills			Investigating Evaluating Respect Enquiry Skills Literacy Skills		Investigating Evaluating Respect Enquiry Skills Literacy Skills
Assessment Focus	D-type Question – Evaluate (Gender) C-type Question – Explain + SOWA (Parish)	Year 10 CAE (S2 & S1)	C-type Question – Explain + SOWA D-type Question – Evaluate	D-type Question – Evaluate B-type Question – Explain	Year 10 CAE (Paper 1)	C-type Question – Explain + SOWA D-type Question – Evaluate
Careers	Religious Leader (Vicar/Pastor)	Family Support Worker		Charities	Medicine	

Philosophy & Ethics: Key Stage 4: Year 11 – Long Term Planning

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Focus	Paper 2 Section 1: Muslim Beliefs <ul style="list-style-type: none"> History of Islam Six Beliefs & Five Roots and their importance for Sunni & Shi'a Muslims. Allah – His qualities of Tawhid, Immanence, Omnipotence, Beneficence, Mercy & Fairness. Where these are seen in the Qur'an. Risalah Holy Books – the authority of the Qur'an, as well as the Tawrat, Injil & Zabur. Malaikah – their nature, evidence, their importance within Muslims' lives. Al-Qadr – predestination. Akhirah – beliefs about Paradise & Hell. 	Paper 2 Section 3: Living the Muslim Life <ul style="list-style-type: none"> Ten Obligatory Acts & their importance for Shi'a Muslims. Five Pillars – Shahadah, Salah, Sawm, Zakah & Hajj. The features, importance, relevance of each. Jihad – lesser & greater, incorrect interpretations of each. Festivals - including how and why Muslims celebrate different festivals. 	Paper 2 Section 2: Crime & Punishment <ul style="list-style-type: none"> Need for Law & Justice Crime Evil & Suffering Punishment + Aims of Punishment Forgiveness Human Rights Capital Punishment 	Paper 2 Section 4: Peace & Conflict <ul style="list-style-type: none"> Peace & Peace-making Conflict Pacifism Just War Theory Holy War Weapons of Mass Destruction Issues Surrounding Conflict 	<u>Revision / Exams</u>	
Skills Development	Investigating Evaluating Respect Enquiry Skills Literacy Skills		Investigating Evaluating Respect Enquiry Skills Literacy Skills			
Assessment Focus	c-type Question – Explain + SOWA d-type Question – Evaluate	Year 11 CAE	d-type Question – Evaluate b-type Question – Explain	Year 11 CAE	c-type Question – Explain + SOWA d-type Question – Evaluate	
Careers	Religious Leader (Imam)	Police Officer/Crime Prevention		Journalist – Religious Correspondent	Armed Forces	

Philosophy & Ethics: Key Stage 5: Year 12 – Long Term Planning

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Focus	Ethics Environmental Issues Equality Utilitarianism		Ethics Situation Ethics Natural Moral Law		Ethics War and Peace Sexual Ethics	
	Philosophy Philosophical issues and questions – students look at different arguments for the existence of God and the universe. Evil & Suffering – students consider types of evil & suffering and the impact these have on religious beliefs. Religious Experience – students investigate the nature and types of religious experiences, and whether these provide adequate proof for the existence of God.			Theology Context of the New Testament – historical & social background. Texts & Interpretations of Jesus – the Prologue in John, the ‘I am’ sayings, the Signs. Ways of Interpreting the Text – purpose of the fourth Gospel.		
Skills Development	Investigating Evaluating Respect Enquiry Skills Literacy Skills		Investigating Evaluating Respect Enquiry Skills Literacy Skills		Investigating Evaluating Respect Enquiry Skills Literacy Skills	
Assessment Focus	Ethics	Ethics	Year 12 CAE	Ethics	Ethics	Year 12 CAE
	Philosophy: Explore Q	Philosophy: Assess Q		Theology: Explore Q	Theology: Assess Q	

Philosophy & Ethics: Key Stage 5: Year 13 – Long Term Planning

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Focus	<p><u>Ethics</u> Religion & Morality</p> <p>Meta-Ethics</p>		<p><u>Ethics</u> Kant vs. Aristotle (Kantian Deontology, Aristotle Virtue Ethics)</p> <p>Medical Ethics (Abortion, Euthanasia, Assisted Dying, Palliative Care, Embryo Research)</p>		<p><u>Ethics</u> Revision</p>	<p>Revision – focus on Question 4 links between the three papers.</p>
	<p><u>Theology</u> Ways of Interpreting Scripture</p> <p>Texts & Interpretation – the Kingdom of God, Why Jesus Had to Die and Death & Resurrection.</p> <p>Scientific & Historical – scientific and historical interpretations of the resurrection and ideas about how we should live.</p>		<p><u>Philosophy</u> Influences of Developments in Religious Beliefs – discussions about life after death and how these beliefs impact religious people’s lives, along with debates regarding science and religion.</p> <p>Religious Language – students learn the origins of religious language and its uses.</p> <p>Works of Scholars – students explore the critiques of religious belief and compare the works of a critic of religion and a religious believer.</p>			
Skills Development	<p>Investigating Evaluating Respect Enquiry Skills Literacy Skills</p>		<p>Investigating Evaluating Respect Enquiry Skills Literacy Skills</p>		<p>Investigating Evaluating Respect Enquiry Skills Literacy Skills</p>	
Assessment Focus	Ethics	Year 13 CAE	Ethics	Ethics	Ethics	Ethics
	Theology: Assess Q		Theology: Anthology Q	Philosophy: Evaluate Q	Philosophy: Anthology Q	Philosophy

Philosophy & Ethics Cultural Capital

Local and Global Context Why is our curriculum relevant? How does it build understanding of the local area and international issues?	Holderness Academy Values How does your curriculum develop our academy's values of Aspiration, Resilience, Respect and Kindness	Literacy and Numeracy How does our curriculum improve access to the world?	Employability How does our curriculum develop employability skills and enable effective planning and choices for the future?
Students gain a deeper knowledge of Christianity which is the main religious tradition of the local area, the UK, and the world.		Reading Sources of Wisdom & Authority (religious teachings, quotes from holy books and religious leaders).	Students are more aware of and tolerant of the beliefs of others.
Islam – the true meaning is shared with students.	Many of the topics we cover require our students to show resilience as the topics can lead to sensitive discussions including for example, death, the afterlife, morality.	Analyse Census information about religions and how these numbers have changed over time.	Prepares students for life beyond the classroom, in the real world.
Students understand that even though the number of religious believers has dropped in the UK, religion still plays a key role in peoples' lives around the world.	Students are encouraged to develop their own beliefs, as well as developing a greater understanding of and respect for other worldviews.	Using timelines – understanding BC and AD / BCE and CE.	Employers and universities like this subject as it shows students understand the world, life and people – this makes our students well-rounded individuals.
	Treating others with kindness , regardless of their beliefs, is central to all Philosophy & Ethics lessons.	Chapters and verses from holy books (for example, the Bible and the Qur'an).	Transferable skills, for example enquiry skills, empathy, analysing arguments, and use of sources.