North Herts

Education Support Centre

Course Title
Year 11 Ethics Our aim at NHESC is to deliver a curriculum which provides an understanding of the world through an enquiry-based approach. We want out students to explore problems and search for solutions through investigative learning whilst asking questions. To gain an appreciation of how religion and ethics form the basis of our culture and cultures from around the world. To develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. To develop speaking, listening and debate skills
Assessment details
Assessment opportunities: Students are assessed using both formative and summative Via the practical elements and ability to listen non-judgementally to others' views and opinions. Based on validity and foundation of argument made and the appropriateness with which this is shared. Quality of research gained and the selection of use for maintaining a fair debate. Where the students complete regularly purple sheet tasks within lessons to consolidate previous learning. This will consist of no more than ten questions, both multiple choice and extended answers. Mini assessments are embedded throughout the topics.
Staff Roles
Miss Charalambou – Lead
Health and safety
All other necessary equipment is provided by the centre in lessons and basic classroom health and safety expectations apply.
Curriculum Plan
This table sets out the intended curriculum plan for Contextual Ethics in Key Stage 4. Learning throughout each key stage is carefully sequenced to build on existing knowledge and deepen their understanding of local and global contextual ethics.

KS4	
<u>Autumn 1 –</u> • **Analysing the causes of conflict** • The ethics of warfare • The role of international organisations in promoting peace • The complexities of global relations. • Key question: Can modern societies still be held accountable for what their nation did in the past?	**<u>Autumn 2 –</u>** • **Artificial Intelligence:** Should AI be regulated? • **Autonomous Vehicles:** Who is responsible in an accident involving a self-driving car? • **Genetic Engineering:** Should genetic engineering be allowed? • **Privacy:** How much privacy should individuals have online?

• Key question: Just because you can do something should you?	• **Surveillance Capitalism:** Are tech companies infringing on personal freedom by monetising user data?
<u>Spring Term 1</u> • Why is Gender a controversial issue? • Immigration • Asylum seekers • Fundamental British Values • Identities in Britain	**<u>Spring Term 2</u>** • End-of-life care (euthanasia, DNR orders, palliative care) Reproduction (abortion, prenatal testing, genetics) • Patient rights (consent, confidentiality) • Refusal of treatment (autonomy vs. Beneficence)
<u>Summer Term 1</u> • Electoral Systems • Voting systems • Elections • How citizens influence decisions	**<u>Summer Term 2</u>** • Campaigning & Advocacy • Planning and implementing projects to address societal issues.
Teachers Signature	Date
Student Signature	Date