North Herts

Education Support Centre

Course Title
Key Stage 4 Year 10 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 Religion and Ethics in Key Stage 3. Learning throughout each key stage is carefully sequenced to build on existing knowledge and deepen their understanding of local and global contextual ethics.

KS3	
Autumn 1 – An introduction to ethics: How can ethics influence our choices? Exploring ethical dilemmas The Trolley Problem Want or Need? Freedom and Happiness Keeping the Law Virtue Ethics	**Autumn 2 –** Do we have a moral obligation to look after the environment? What are the effects of deforestation and why does it happen? Why zoo's and how do they operate? Animal Testing and Animal Rights Selective breeding, what is it and how does it impact the environment Natural disasters
Spring 1 –	**Spring 2 –**

Exploring and discussing; Euthanasia and the 'right to die.' Cultural and religious beliefs Organ donation Value of Life	Moral responsibility we and the law have to society. Excessive force, ICE -what it is and where the law stands. Whistleblowing, the history, significance and what the repercussions might involve. Impartiality, reporting and bias.
<u>Summer 1 –</u> Contextual ethics around the following topics: Misogyny Online radicalisation Toxic masculinity Online subcultures How these issues are seen by other religions and cultures compared to the UK	**<u>Summer 2 –</u>** Social Justice & Equality Human rights Poverty Wealth Discrimination
Teacher signature:	**Date:**
Student signature:	**Date:**