



# ROBERT CARRE TRUST ETHICS AND PHILOSOPHY

## EP Department - Scheme of Learning

### Year 7 – Term 1 Morality and Planet X

#### Intent – Rationale

. This module will introduce students to what EP is all about in the RCT. It will introduce them to the different ways in which people make moral decisions, through looking at a few basic ethical theories (Utilitarianism, situation ethics, altruism and egoism) and to reflect on what influences them in their own decision making process.

Through looking at the example of Planet X, students will examine a variety of religious and non-religious influences and evaluate their usefulness when making moral decisions. They will examine the 10 commandments, the Buddhist 5 Precepts, the UDHR, the teachings of Jesus and Muhammad and the work and beliefs of Aung San Suu Kyi.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
	<ul style="list-style-type: none"> <li>Year 8 - Charity</li> <li>Year 9 - Religion, Human Rights and Social Justice</li> <li>Year 9 – Christian beliefs – life after death</li> <li>Year 10 – Christian Practices – the role of the Church in the Community</li> <li>Year 10 – Religion and life</li> <li>Year 11 – Islam Practices – Zakat and Sawm</li> </ul>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> <li><b>English</b> speech writing/use of persuasive language</li> <li>Base the content here on what you already know but there will be time in future to liaise further as part of our collaborative work</li> </ul>	<p>Students will have the opportunity to develop confidence through discussion and analysis of information (GB4b)</p> <p>Students will develop an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues (M4)</p> <p>Encouraging teamwork (GB4g) through group work</p> <p>Encouraging creativity (GB4i)</p> <p>Tolerance of others (BV5)</p>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> <li>Key words, spellings, peer to peer activities</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>



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## EP Department Scheme of Learning

### Year 7 – Term 1 – Morality and Planet X

#### Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p><b><u>Know</u></b></p> <p>Students will learn about different ethical theories (Utilitarianism, Situation Ethics, Egoism, Altruism) as ways in which humans make decisions. They will look at different religious and non-religious influences of morality, through the example of Planet X – these include the 10 commandments, the Buddhist 5 Precepts, the UDHR, the teachings of Jesus and Muhammad and the work of Aung San Suu Kyi. Students will know how to structure an argument.</p> <p><b><u>Apply</u></b></p> <p>Students will apply the knowledge gained by applying it to the issues found by the people on Planet X and through their participation in a class debate at the end of the topic.</p> <p><b><u>Extend</u></b></p> <p>Pupils will evaluate the different ways in which humans are influenced in their decision making process and to reach a conclusion concerning the usefulness of religious vs non religious authorities.</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> <li>Altruism, Utilitarianism, Egoism, Situation Ethics, Universal Declaration of Human Rights (UDHR), Commandments, Precepts, Muhammad, Jesus, God, Aung San Suu Kyi</li> </ul>	<ul style="list-style-type: none"> <li>Baseline assessment – ethical theories and spiderman dilemma – creation of ethical theory superhero.</li> <li>Knowledge quizzes – 10 commandments, 5 precepts, teachings of Muhammad and Jesus</li> <li>Debate assessment at the end of the topic.</li> </ul>



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## Intent – Concepts

Lesson title	Teaching activity/task	Assessment/Progress Check	Differentiation/Challenge/Extension	Homework Task	Resources
1. Introduction to EP	<p>Introduce the difference between Philosophy and Ethics</p> <p>Use PPP – tasks incorporated – ultimate questions and discussion opportunities.</p> <p>Morality dilemma – who to save on the sinking ship</p>	<p>Q&amp;A</p> <p>Responses to dilemma</p>	<p>Questioning</p> <p>Moral dilemma – give students what if scenarios – would their decisions change</p>	<p>What influences humans to make moral decisions</p>	<p>T:\CGS\Departments\Curriculum\Humanities\EP Department\EP Yr 7 Modules\EP Morality</p>
2. What kind of ethics are yours	<p>Introduce new key words – use the worksheet – Reflecting on my code for living and fill in the gaps on the sheet using the PPP</p> <p>Go through the four theories at the top of the sheet – students to identify the phrase or words which sum up the theory</p> <p>Using the other worksheet (with the same name) students are to rank the statements in order of preference and label which theory they represent.</p> <p>The students should write in the box at the bottom of the sheet the reasons for their ranked choices.</p> <p>Hand out the questionnaire on ‘what ethics are yours?’ Students are to answer honestly (you may have to explain some of the statements).</p> <p>Once finished they can use the other sheet to work out what type of ethics they abide by.</p>	<p>Student summaries of theories</p> <p>Student application of theories to their own lives.</p>	<p>Questioning</p> <p>Application of theories to their own lives</p>		<p>T:\CGS\Departments\Curriculum\Humanities\EP Department\EP Yr 7 Modules\EP Morality</p> <p>PPP on ethical theories</p> <p>Worksheet – Reflecting on my code for living</p> <p>Worksheet – What kind of ethics are yours?</p>
3. Baseline Assessment – Spiderman’s dilemma	<p>Recap of ethical theories</p> <p>Show short clip from Spiderman – play from when Peter Parker is trying to phone MJ. It ends with the Green Goblin swooping out of the sky and capturing Spiderman. In the clip a dilemma is presented to Spiderman. Pause once the dilemma is made clear, but before he has time to react.</p> <p>Feedback from class as to what they think he should do.</p> <p>Feedback from class as to how Spiderman would react if he were a utilitarian, egoist, altruist or situation ethicist.</p>	<p>Questioning</p> <p>Application of theories to Spiderman’s dilemma</p>	<p>Choose out of two theories to base their superhero on or direct students to a particular theory.</p> <p>Identifying superpowers which reflect the theory they have chosen.</p> <p>Evaluation of the theory they have chosen – does it work in practice</p>	<p>Homework – Design a superhero which depicts one of the four theories looked at in the lesson. Underneath they need to explain how they would react to Spiderman’s dilemma.</p>	<p>T:\CGS\Departments\Curriculum\Humanities\EP Department\EP Yr 7 Modules\EP Morality</p> <p>DVD Spiderman – clip is embedded into the PPP</p> <p>Assessment sheet</p>
4. Planet X in trouble	<p>Introduce the problem with Planet X using the first worksheet.</p> <p>Ask how many of the students would be willing to take part in the experiment themselves.</p> <p>Read through the statements as a class</p>	<p>Identification of underlying issues</p> <p>Justification for opinions</p>	<p>Links made to ethical theories</p>		<p>T:\CGS\Departments\Curriculum\Humanities\EP Department\EP Yr 7 Modules\EP Morality</p> <p>Planet X worksheets</p> <p>Planet X PPP</p>



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	<p>Students should work in pairs completing the second worksheet</p> <p>Whole class feedback on what is wrong – the underlying problems.</p> <p>Feedback from class on why they think Planet X is running into trouble.</p> <p>Ask students to complete the AO2 question and feedback</p>				
<p>5. Religious Rules The 10 commandments vs Buddhist 5 Precepts  (2 lessons)</p>	<p>Deep thinking activity – how many of the ten commandments do the students know and feedback answers.</p> <p>In partners, discuss how the guidance given in these ten rules could also help the people on Planet X – complete this in the form of a table (p8 This is RE! 2)</p> <p>Feedback answers and write them on the board.</p> <p>Introduce the student to the Five Precepts in Buddhism as another set of religious rules (p.79 This is RE! 1) Note that Buddhism has no God – would need to talk about the concept of Karma.</p> <p>Complete ‘A Teenager’s Guide to the 5 Precepts’ – behaviours to avoid and which are to be encouraged instead.</p> <p>In partners, discuss the similarities and differences between the ten commandments and the 5 Precepts – write down ideas discussed in the form of a table.</p> <p>Feedback ideas</p> <p>Students to complete a table on strengths and weaknesses for religious rules – would they be a good choice of guidance to send to Planet X?</p>	<p>Deep thinking activity to ascertain knowledge Q&amp;A Feedback</p>	<p>Questioning Identification of similarities and differences Links to why religious believers would follow rules – links to LAD Do we need to believe in God in order to behave in a morally good way – discussion on Buddhist ideas could take place. Linking rules to problems on Planet X</p>		<p>T:\CGS\Departments\Curriculum\Humanities\EP Department\EP Yr 7 Modules\EP Morality This is RE! 2 – scanned sheets are available in folder</p>
<p>6. Non-religious rules – the UDHR  (2 lesson)</p>	<p>Deep thinking activity – what were the Five Precepts – Feedback</p> <p>Deep thinking activity – what rights do you think everyone should be entitled to?</p> <p>Introduce the UDHR and what it is using the short video clip – The history of the UDHR and how many students can identify and write down all 30 rights.</p> <p>Create a poster on the UDHR, summing up the articles into 30 words.</p>	<p>Q&amp;A Feedback from video clips 30 words chosen for poster Identification of how rights would help people on Planet X</p>	<p>Questioning Use of dictionary to aid with checking words used in summing up UDHR in 30 words.</p>	<p>Completion of poster</p>	<p>T:\CGS\Departments\Curriculum\Humanities\EP Department\EP Yr 7 Modules\EP Morality</p>

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	<p>On handout (The UDHR), students are to choose two of the rights and write down how they may help the people on Planet X – they can refer back to the messages which had been sent from Planet X in a previous lesson. Feedback ideas</p> <p>Complete the table on PPP – which rules are best – The Ten commandments (religious rules) or the UDHR (non-religious rules)</p> <p>Complete the evaluation on PPP – Students write down answers and feedback.</p> <p>Plenary – Everyone stand up!</p>				
7. Religious Leaders	<p>What qualities make a good leader?</p> <p>Teacher led – background info on Jesus (p.10)</p> <p>As a class read through the four teachings from Jesus and students should summarise.</p> <p>Teacher led – background info on Muhammad (pbuh)</p> <p>(More able should be able to summarise the four teachings from Muhammad (pbuh)).</p> <p>Students are to complete questions 1 and 2 on p.11 and to highlight which of the teachings are similar.</p> <p>Students are to justify which of these two religious leaders offers the best guidance and why.</p> <p>Plenary - Feedback from class.</p>	Q&A Evaluation of teachings	Questioning Summarising the teachings of Jesus and Muhammad Scaffold sheet available.	Find 5 key facts about the life and work of Aung San Suu Kyi. Why is she a controversial leader today?	T:\CGS\Departments\Curriculum\Humanities\EP Department\EP Yr 7 Modules\EP Morality
8. Non-religious leader – Aung San Suu Kyi	<p>Introduce students to the non-religious leader Aung San Suu Kyi and the concepts of justice and peace using non-violence. Links made to the qualities of a good leader</p> <p>Read through info on p.12-13. This is RE! 2</p> <p>Students are to complete the following:</p> <ol style="list-style-type: none"> <li>1. Write down what sort of freedom Aung San Suu Kyi believes in. Give two examples.</li> <li>2. Design a symbol to show the sort of society Aung San Suu Kyi wants to create – use one of her speeches to give you ideas.</li> <li>3. Explain your symbol to the people of Planet X in a way that will help them to create a better society.</li> </ol> <p>Students to feedback on their ideas.</p>	Q&A Feedback from Homework task	Questioning Evaluation of whether recent events in Aung San Suu Kyi's life in her ability to be a good leader		T:\CGS\Departments\Curriculum\Humanities\EP Department\EP Yr 7 Modules\EP Morality This is RE! 2



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	<p>Students should justify whether they believe religious or non-religious leaders would be more beneficial to the people on Planet X.</p> <p>Plenary – feedback from students.</p>				
9. Debate planning	<p>Introduce the assessment and criteria by which the students will be assessed on.</p> <p>Students should produce a table of arguments showing the strengths and weaknesses of each of the four areas we have looked at.</p> <p>Students need to consider how the strengths and weaknesses they agree on can be argued against and counter argued.</p>	<p>Q&amp;A Feedback of ideas/arguments</p>	<p>Questioning Scaffold for how to create arguments Identification of how to counterargue</p>	<p>Prepare for the debate – learn arguments</p>	<p>T:\CGS\Departments\Curriculum\Humanities\EP Department\EP Yr 7 Modules\EP Morality</p>
10. Assessment Debate – written work (Email)	<p>‘Religious rule and leaders are the only sources of guidance the people on Planet X need.’ Discuss.</p> <p>Starter – Deep thinking - the importance of listening.</p> <p>Split the group into half and give them five minutes to prepare as a group how they will respond to the statement.</p> <p>Class consensus should be taken at the end of the debate.</p> <p>Students are to complete an email to the people on Planet X to suggest which form of guidance they need to follow.</p>	<p>Participation in the debate Planning work from previous lesson and written response after debate has taken place.</p>	<p>Writing frame could be used here to help with final email to Planet X</p>		<p>T:\CGS\Departments\Curriculum\Humanities\EP Department\EP Yr 7 Modules\EP Morality</p>