



ROBERT CARRE TRUST ETHICS AND PHILOSOPHY

Ethics and Philosophy KS3

Year 7 – Term 2 & 3 /Unit 2/Topic: What effect do moral/ethical decisions have on human behaviour?

Enquiry question: What effect do moral/ethical decisions have on human behaviour?

Golden Threads: Justice/Community/Salvation

Disciplinary knowledge: Philosophy/Social Science

Intent – Rationale

This unit of work follows on from an introduction to religion. Students will have opportunity to explore what ethics are, what issues face our world today and how these issues are responded to. Students will also be challenged to consider how philosophers have attempted to address the topic of ethics in the past and present and evaluate these responses for the modern day. Students will be asked to apply some of the different theories to ethical issues such as environment, poverty, drugs and animal rights.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
What impact does religion have on the world?	This is the second topic for KS3 Ethics and philosophy and will provide the foundation knowledge for the rest of KS3 and 4 knowledge. In the first instance it feeds into the 'Justice' topic that follows. It will pick up on the religious ideals, philosophical theories and sociological and cultural diversity of our global community. It also feeds in to 'Hinduism' as it explores cultural ideas and expectations (principle of ahimsa and vegetarianism for example) which students will be able to link to the ideas explored here.
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"> • Geography • English • PSHE – tolerance, diversity, respect, empathy • History 	<ul style="list-style-type: none"> • Students have an opportunity to learn about themselves and others (SP2). To understand and appreciate the viewpoints of others and understand where these derive from (M3). Respect and tolerance of other faiths and beliefs, developing and demonstrating skills and attitudes allowing them to contribute fully and participate in British life. (SO3) Understand a range of different cultures within modern Britain. (C2) • Within this unit students will have opportunity to explore, investigate and question world religions and challenge stereotypes. (BV 3, 4, 5) • Students will have opportunity to discuss, question and challenge ideologies. (GB4 a & b)
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"> • Longer written response • Key words • Newspaper exploration 	<ul style="list-style-type: none"> • Graphs



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Ethics and Philosophy KS3 Scheme of Learning

Year 7 – Term 1 &2 /Unit 1/Topic: What effect do moral/ethical decisions have on human behaviour?

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

Students will be introduced to the terminology – Ethics and explore what this means by looking at a range of philosophical approaches and evaluating their validity. Students will also know a range of ethical issues facing the planet today. These issues will include animal rights, environment, drugs and poverty.

Apply

Students will apply religious and philosophical approaches to a range of ethical issues in order to evaluate their validity, relevance and usefulness when it comes to some of the major issues facing the planet. Longer written responses will allow students to apply theories to ethical issues and evaluate their validity and/or relevance.

Extend

Evaluating the views of themselves and others using religious evidence in order to substantiate and develop claims.
Analyse the impact the views held will have on individuals, communities and establish conclusions to reflect this process.

What subject specific language will be used and developed in this topic?

What opportunities are available for assessing the progress of students?

Speciesism
Utilitarianism
Ethics
Morals
Absolute morality
Relative morality
Eternal recurrence

Environmental commandments
Hedonic Calculus
Banality of evil
Dualism
Materialism

- Longer written responses.



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implementation

Lesson title	Teaching activity/task	Assessment/Progress Check	Differentiation/Challenge/Extension	Homework Task	Resources
What is ethics? (1)	<p>Starter: create definition of morality and apply an example. Teacher exposition of morality with students using the starter example to help explain their own morality. Students write down definitions of absolute and relative morality. Opinion line on key moral issues- what do they think? Plenary: students to explain in 5 sentences which type of moralist they think they are and why?</p>	<p>Feedback of definition. Opinion line</p>	<p>Definition has scaffolded support with words students could include. Further differentiation is through questioning and outcome. <i>To discuss develop and adapt views when offered and counter argued.</i> <i>Plenary – this can be added to.</i></p>		<p>PPT Opinion line (if necessary)</p>
What is ethics? (2)	<p>Starter: using the headline students are to answer questions regarding the nature of the story and the varying responses there maybe. Student discussion. Using the hospital bed scenario, in groups students are to decide who gets a bed and why? Drip feed student's info which may alter their decision at certain stages. Plenary: Do right and wrong really exist? This can be an exit ticket or ask a question about the question.</p>	<p>Progress seen through decisions made about the hospital bed.</p>	<p>Peer support Exit ticket may be varied. <i>Discussion of bed and added information.</i> <i>How easy was the decision you made – list all the things that you had to consider, which things influenced you the most.</i></p>		<p>Explore RE p. 223</p>
God is Dead	<p>Starter: show Students Nietzsche famous quote, what do they think he meant then and do you think it still means the same thing now? Give Nietzsche's view in a nutshell. Give copies to the students and ask them to highlight 5 key pieces of information. Using the statements about religion – order them into a table for and against God.</p>	<p>Progress seen in statement activity and plenary of questions.</p>	<p>Limit the info to be highlighted. Buddy up quote task. <i>Nietzsche is challenging in himself.</i> <i>Development of hotseat questions.</i> <i>Add their own ideas to the table of reasons for and against God.</i></p>		<p>Explore RE 243 Quotes sheet</p>



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	Plenary: hotseat – students can devise their own questions or teacher can.				
Is sport like religion?	Starter: ask students to compare religious building and sports venue. How many similarities can they find? Read the links between sport and religion. Students are then to devise their own counter list.	Comparison between the two buildings will show higher order thinking. Progress also seen in counter list as this requires understanding and analysis of the supporting views.	Outcome- give the list out to students to highlight and rearrange. Finding similarities and counter arguments. Devise the counter list and then to challenge these views further.		Explore RE p. 245
Are goodness and pleasure the same?	Starter- Jar of goodness Students to create a class washing line of what goodness looks like. Class discussion- Should we decide if actions are right or wrong based on whether they produce pleasure? Summarise Bentham in 2 sentences after teacher-led overview. 'Calculating pleasure and pain worksheet' Recap washing line and make links to the principles establishes by Mill. Dual coding- draw an image to represent goodness.	Feedback on theorists- summarises and application of understanding to tasks. Washing line Verbal feedback Complete of worksheet- application of knowledge and understanding Dual coding- interpretation Task completion	Limit the discussion of the washing line so it doesn't take all lesson. Bentham is challenging in himself Evaluation of Mill Verbal feedback Worksheet second task- quotations and links to a moral end	'Christians should do more good than non-Christians.' Do you agree?	Page 26 from RE today PPT
The Trolley Problem	Starter-Stimulus, video representing the Trolley Problem Independent reflection- think pair share on reaction students would give to the situation Introduction to Phillipa Foot. Students to think about questions that might be asked that would influence their decision making Working in groups, students begin to prioritise which questions would be the best to ask in this situation and then justify their reasoning of asking the question.	Written and verbal feedback throughout- cold calling, targeted questioning- justification Confident use of key terminology Differentiation of question type given by students	Use of key terminology Justification of questioning and verbal responses Exploration of 'driverless vehicles'		PPT



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	<p>Question-aising- class activity Class discussion on the questions raised. Reflection upon questions- good and bad Plenary- Q and A surrounding the Trolley problem</p>				
<p>What is the banality of Evil?</p>	<p>Starter- comic strip interpretation of 'The Fall'- what can students infer about the origins of evil addressing the 5Ws. Students to identify key religious terminology to support their understanding of the origins of evil according to Christianity. What causes ordinary people to do appalling things? Introduction of Arendt Do you think there are examples of the banality of evil in the world today? A better world is one where.....- priority task Tweet a key message from today's lesson</p>	<p>Student inferences Schema links -concept of evil Task completion Understanding of key points taken and interpreted in the plenary task – differentiated</p>	<p>Interpretations, reasoning Arendt can be abstract to understand Links to be made from ordinary examples of evil to then to the concept of the banality of evil A recipe to do good and avoid evil</p>		<p>The Lion Comic Book Hero Bible- starter 15 ideas- A better world is one where...- main task PPT</p>
<p>Are we more than mere matter?</p>	<p>Starter- physical and non-physical aspects of a human Opinion line- Is the human mind different from a programmed machine? Introduction of key terms- dualism and materialism Introduction of Gilbert Ryle Textbooks questions- consolidation of key knowledge and understanding Return to previous opinion line- have students changed their mind?</p>	<p>Q and A in exercise books Student verbal feedback Opinion line- and justifications</p>	<p>Key terminology throughout Ryle theory Questions 3 and 5- development of higher order thinking skills</p>		<p>Outline of a human- starter Key stage 3 Philosophy and Ethics by Robert Orme. (blue textbook) page 44 and 45 PPT</p>
<p>Animal rights, human wrongs.</p>	<p>Starter – list of ways humans make animals. Underlines one they find unacceptable and a few lines of explanation why.</p>	<p>Progress can be seen through infor sheet and highlights as well as table at the end.</p>	<p>Two slides for last task (Peter singer) Students have a range of options here L/A highlight info, M/A write answers.</p>	<p>Ask students to collect any news paper stories on the issues we will be discussing over the next few</p>	<p>Explore RE p. 48 PPT</p>



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	<p>Think, pair share to come up with a definition of animal rights.</p> <p>Read information on Peter Singer and speciesism and underline the key answers on the sheet from the ppt slide.</p> <p>Plenary – can be done as a class or individually come up with 3 or 4 args for and against animal rights.</p>		<p>L/A slide has suggestions for the problems too.</p> <p>Students table at the end and Peter Singer task.</p> <p>Students could consider the question 'If animals have rights why do we eat them?'</p>	<p>lessons – animal rights, drugs, environment and poverty.</p>	
Drugs and religion	<p>Teacher exposition and questioning of what differences are between legal and illegal drugs.</p> <p>Complete the diamond ranking activity about why people use drugs.</p> <p>Read through the religious beliefs about why people take drugs and rank them the most persuasive to the least (most at the top).</p> <p>Use the beliefs to answer the following statement – It is always wrong to use drugs.</p>	<p>Progress seen through diamond ranking, belief ranking and written piece of work at the end.</p>	<p>Diamond ranking – outcome.</p> <p>Written piece L/A can be given writing frame to assist structure.</p> <p>Written piece at the end of the task – to include all relevant detail and differentiate between different types of drugs.</p> <p>Go back to the religious beliefs – are there any that don't fit today's society or other principles of Christianity?</p>	<p>As above</p>	<p>Explore RE p.233</p> <p>Diamond ranking task</p>
Environmental ethics	<p>Starter – what are the issues facing the planet today?</p> <p>Using the worksheet place the environmental issues on the grid where they see fit.</p> <p>Then using those issues rank them in order of least to most urgent.</p> <p>Use the worksheet 7.6 rank the top ten environmental commandments.</p> <p>Complete the worksheet – is time running out?</p>	<p>Completion of tasks.</p>	<p>Outcome for the ranking tasks.</p> <p>Identify issues in the world around us today and identify/recognise the validity of religious responses.</p> <p>Discussion on the issue-is time running out? Or a devise a jingle/rhyme to get the point across that time is running out.</p>	<p>As above</p>	<p>This is RE book 1</p> <p>Scanned pages</p> <p>This is RE worksheet(scanned)</p>
Poverty	<p>Starter – using the word cards pick the word you think best describes poverty and draw/describe a picture of what that might look like.</p>	<p>Progress can be seen in the final piece of work. This can be used as an assessment.</p>	<p>Outcome on the starter and peer support on the mind-map. Writing frame for the last task.</p> <p>Last task naturally allows challenge and extension as it allows students to include as much information as they can.</p>	<p>Homework to be brought in to make display.</p>	<p>Word cards for the starter activity</p> <p>PPT</p>



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	<p>Now imagine this word applied to the U.K would your image change? Why?</p> <p>Choose a definition of poverty – discuss.</p> <p>Causes of poverty – make a mind-map of all the different causes – feedback as a whole class.</p> <p>Dingbats - Use the clues on the slide to work out what is being done to alleviate poverty.</p> <p>Finally evaluate the question – are we doing enough to stop world poverty?</p>		<p>Extension – as above.</p>		
Carousel (KSHS)	<p>Introduce the carousel and ethical issues we will be looking at.</p> <p>Students are to answer the questions at each table on each of the ethical issues.</p> <p>Make sure they are answering the right questions at the right table!</p> <p>Finally create a poster/fact file illustrating the range of issues and responses they have looked at.</p> <p>Plenary – out of the issues you have covered which one do you think is the bigger problem facing humanity?</p>	<p>Poster and question sheets.</p>	<p>Outcome.</p> <p>Questions on the sheets are more challenging as they progress.</p> <p>Extension – what other ethical issues are a problem today?</p>		<p>Question sheet and pages from the book for each ethical issue.</p> <p>Diamond ranking – drugs</p> <p>Animal rights and wrongs – animals</p> <p>WS 7.4 – environment.</p>
Assessment	<p>Students to complete the end of topic test – short question answers focusing on substantive knowledge and an extended piece of writing focusing on disciplinary knowledge/skills (social sciences)</p>				