Curriculum Content Map

Subject: Year 9 Philosophy and Ethics

Term 1

Month	September	October	November	December
Units of Work				
Cultural Transmission – National Curriculum area – KS3	Revisit Continuum of Faith and where students beliefs lie now. Beds LAS 3.12 What do we do when life gets hard?	Revisit Continuum of Faith and where students beliefs lie now. Beds LAS 3.12 What do we do when life gets hard?	Is there such a thng as a just war? Beds LAS 3.19 Sharing one world: are religions part of the problem or the solution?	Is there such a thng as a just war? Beds LAS 3.19 Sharing one world: are religions part of the problem or the solution?
Cultural Transmission – Substantive Knowledge – *The What!*	Make sense of belief: suggest meanings of biblical concepts and texts to do with wisdom, suffering, evil and the meaning of life, explaining their ideas with reasons and evidence Understand the impact:give reasons and examples to explain the range of ways Christians respond to and are influenced by Bible texts about meaning in life,suffering and wisdom and the key concepts studied	Make sense of belief: suggest meanings of biblical concepts and texts to do with wisdom, suffering, evil and the meaning of life, explaining their ideas with reasons and evidence Understand the impact:give reasons and examples to explain the range of ways Christians respond to and are influenced by Bible texts about meaning in life,suffering and wisdom and the key concepts studied	Make sense of belief: explain some causes of prejudice and some ideas about what reduces prejudice;use religious texts and beliefs to explain how prejudice might be reduced;give reasoned arguments about how to tackle the existence and consequences of a range of barriers to sharing one world Understand the impact:explain some of the contributions of inspirational people and groups in overcoming barriers;develop points of view and insights into ways of overcoming the barriers of prejudice and discrimination	Make sense of belief: explain some causes of prejudice and some ideas about what reduces prejudice;use religious texts and beliefs to explain how prejudice might be reduced;give reasoned arguments about how to tackle the existence and consequences of a range of barriers to sharing one world Understand the impact:explain some of the contributions of inspirational people and groups in overcoming barriers;develop points of view and insights into ways of overcoming the barriers of prejudice and discrimination
Cultural Transmission – Disciplinary knowledge – *The How!*	Make connections: respond to the challenges of biblical ideas and teachings in the world today and in their own lives, offering reasons and justifications for their responses 1) Natural and moral evil 2) Book of Job 3) Images/videos of famous tsunami's, poverty,desease, earthquakes, crime 4) Charity - The parable of the Sheep and the Goats in Matthew 25:31-46 5) The Gospels- how Jesus suffered himself	Make connections: respond to the challenges of biblical ideas and teachings in the world today and in their own lives, offering reasons and justifications for their responses	Make connections:describe examples of links between religion and prejudice, and examples of religious challenges to prejudice ;engage critically and personally with moral, philosophical, social and religious questions raised by the hatred humans often express to each other 1) 'Being young, male and Muslim in Luton' -UCL Press 2) Percentages of different religions and non-religions in UK today- Up to date census 3) Deuteronomy 10:17, Daniel 4:17,Genesis 1:26-28, Proverbs 22:2, Amos 5:12; Mark 12:40 4) European social survey 5) Citizens advice- stories of racism and discrimination 6) ILGA 7) List of countries where homosexuality is illegal 8) Murder of Geroge Floyd, the case of Steven lawrence 9) The teaching of prophet Muhammad and Jesus 10) Desmond Tutu and the Peace and Reconciliation movement in South Africa.	Make connections:describe examples of links between religion and prejudice, and examples of religious challenges to prejudice ;engage critically and personally with moral, philosophical, social and religious questions raised by the hatred humans often express to each other
Cultural Transmission – Sequencing (Flow) – *Retrieval & Extension*	This unit of study builds upon learning in KS2 and year 7; God and creation. Builds for future study at KS4 and beyond- Religious and non-religious beliefs regarding the nature of God-Creating reasoned judgements about it.	This unit of study builds upon learning in KS2 and year 7; God and creation. Builds for future study at KS4 and beyond- Religious and non-religious beliefs regarding the nature of God-Creating reasoned judgements about it.	This unit of study builds upon learning in both Year 7(Jesus' nature) and KS2 (Why do some people believe in God and other don't?) Builds for future study at KS4 and beyond- Religious and non-religious beliefs regarding the tripartite view of God and Creating reasoned judgements about it	This unit of study builds upon learning in both Year 7(Jesus' nature) and KS2 (Why do some people believe in God and other don't?) Builds for future study at KS4 and beyond- Religious and non-religious beliefs regarding the tripartite view of God and Creating reasoned judgements about it
Cultural Transmission – Summative Assessment	AP1	AP1	AP1	AP1
Personal Empowerment – Virtue – *The opportunity to reflect, think deeply and critically about an issue.*	Friendliness & Civility	Justice & Truthfulness	Courage	Generosity
Personal Empowerment – Link to Virtue	This unit demonstrates the virtues of friendliness and civility as all learners have to be open and respectful of each others views/beliefs about God		This unit demonstrates the virtue of courage as it enabled learners to have the confidence to attempt higher level activities/tasks throughout the unit.	
Preparation for Work – Skill – *Transferable sk*	Listening	Leadership	Problem-Solving	Creativity
Preparation for Work – Link to Skill	This unit embeds listening skills as learners has to listen to varying beliefs and opinions.		This unit embeds the skill of problem-solving as learners will need to grapple with a multitude of beliefs about the nature of God, so as to reach a justified conclusion for themselves.	
Preparation for Citizenship – SMSC & British Values – *Developing opinions on current issues*	British values are embedded into this unit of study as all learners have freedom of speech to discuss and share their thoughts and beliefs, whilst also respecting others to have this same right.	British values are embedded into this unit of study as all learners have freedom of speech to discuss and share their thoughts and beliefs, whilst also respecting others to have this same right.	British values are embedded into this unit of study as all learners have freedom of speech to discuss and share their thoughts and beliefs, whilst also respecting others to have this same right.	British values are embedded into this unit of study as all learners have freedom of speech to discuss and share their thoughts and beliefs, whilst also respecting others to have this same right.
Preparation for Citizenship – Link to SMSC & British Values				

Term 2

Month	January	February half term 1	February half term 2	March	April
Units of Work					
Cultural Transmission – National Curriculum area – KS3	Beds LAS 3.15 Good, bad, right , wrong. How do I decide> Comparing religious and non religious ethics	Beds LAS 3.15 Good, bad, right , wrong. How do I decide> Comparing religious and non religious ethics	Beds LAS 3.15 Good, bad, right , wrong. How do I decide> Comparing religious and non religious ethics	Beds LAS 3.16 What is so radical about Jesus?	Beds LAS 3.16 What is so radical about Jesus?
Cultural Transmission – Substantive Knowledge – *The What!*	Make sense of belief: explain the differences between absolute and relative morality and what difference they make for how people decide what is right and wrong;explain how and why people use and make sense of different sources of authority in deciding how to live Understand the impact: show how some religious and nonreligious ideas, beliefs and teachings guide people in making moral decisions ;give reasons and examples to explain why people come to different views on moral issues	Make sense of belief: explain the differences between absolute and relative morality and what difference they make for how people decide what is right and wrong;explain how and why people use and make sense of different sources of authority in deciding how to live Understand the impact: show how some religious and nonreligious ideas, beliefs and teachings guide people in making moral decisions ;give reasons and examples to explain why people come to different views on moral issues	Make sense of belief: explain the differences between absolute and relative morality and what difference they make for how people decide what is right and wrong;explain how and why people use and make sense of different sources of authority in deciding how to live Understand the impact: show how some religious and nonreligious ideas, beliefs and teachings guide people in making moral decisions ;give reasons and examples to explain why people come to different views on moral issues	Make sense of belief:suggest meanings of the texts studied, and how they challenged religious and political authorities, explaining ideas with reasons and evidence;consider which interpretations are appropriate, and why Understand the impact:give reasons and examples to explain how far Christians respond to the teaching of Jesus; explain how Christians use Jesus' teaching to guide their actions/behaviour	Make sense of belief:suggest meanings of the texts studied, and how they challenged religious and political authorities, explaining ideas with reasons and evidence;consider which interpretations are appropriate, and why Understand the impact:give reasons and examples to explain how far Christians respond to the teaching of Jesus; explain how Christians use Jesus' teaching to guide their actions/behaviour
Cultural Transmission – Disciplinary knowledge – *The How!*	Make connections: offer a coherent account of the impact of beliefs on how people decide what is right and wrong, comparing two views (e.g. one religious and one nonreligious, or contrasting religious views within or between faith traditions) and evaluate how far the beliefs and principles studied help students to make sense of the world, offering reasons and justifications for their responses 1) Kant- Axe murderer 2) Utilitarianism- J.S.Mill 3) Christianity- Matthew 7:12, Matthew 25:31–46 4) Islam- The 5 pillars 5) Peter Cave- The Big Think Book- Discover Philosophy through 99 perplexing puzzles- Part 2- 'just helping ourselves' and part 3-'In the beginning'	Make connections: offer a coherent account of the impact of beliefs on how people decide what is right and wrong, comparing two views (e.g. one religious and one nonreligious, or contrasting religious views within or between faith traditions) and evaluate how far the beliefs and principles studied help students to make sense of the world, offering reasons and justifications for their responses	Make connections: offer a coherent account of the impact of beliefs on how people decide what is right and wrong, comparing two views (e.g. one religious and one nonreligious, or contrasting religious views within or between faith traditions) and evaluate how far the beliefs and principles studied help students to make sense of the world, offering reasons and justifications for their responses	Make connections:express an account of the implications for the modern world of Jesus' treatment of the marginalised and respond to the challenges of Jesus' teaching about love and justice, offering reasons and justifications for their responses 1) Mark 2:15–18 and Matthew 23:1–12 2) Mark 11:15–19 and Luke 4:16–12 3) The works of The Salvation Army, the Society of St Vincent de Paul, L'Arche, Jubilee Debt Campaign, liberation theology; World Vision, World Relief; individuals like William Tyndale, Elizabeth Fry, Olaudah Equiano and John Sentamu 4) Artwork: Christ healing the blind- The Metropolitan Museum Of Art	Make connections:express an account of the implications for the modern world of Jesus' treatment of the marginalised and respond to the challenges of Jesus' teaching about love and justice, offering reasons and justifications for their responses
Cultural Transmission – Sequencing (Flow) – *Retrieval & Extension*	This unit of study builds upon learning from both year 7 (stewardship and the purpose of life) and KS2 (how should we care for each other and how should we care for the environment) Builds for future study at KS4 and beyond- Religious and non-religious beliefs about the importance of life- embedding the key skills required for KS4	This unit of study builds upon learning from both year 7 (stewardship and the purpose of life) and KS2 (how should we care for each other and how should we care for the environment) Builds for future study at KS4 and beyond- Religious and non-religious beliefs about the importance of life- embedding the key skills required for KS4	This unit of study builds upon learning from all previous years as takes prior knowledge and understanding and compares it to how it is portrayed in the media. Builds for future study at KS4 and beyond- evaluating concepts and beliefs and how these impact wider society	This unit of study builds upon learning from all previous years as takes prior knowledge and understanding and compares it to how it is portrayed in the media. Builds for future study at KS4 and beyond- evaluating concepts and beliefs and how these impact wider society	This unit of study builds upon learning from KS2-Jesus' nature and year 8- inspirational individuals Builds for future study at KS4 and beyond-
Cultural Transmission – Summative Assessment	AP2	AP2	AP2	AP2	AP3
Personal Empowerment – Virtue	Gratitude	Good Speech	Good Speech	Good Temper & Humour	Self-Mastery
Personal Empowerment – Link to Virtue	This unit demonstrates the virtue of gratitude as is highlights a variety of beliefs and views about the importance of life and how we should be thankful and treat it with respect.			This unit demonstrates the virtue of good temper and humour as the learners will have to respond appropriately to varying forms of media and their depictions of Religions.	This unit is linked to the virtue of 'self-mastery' as students will be considering varying moral dilemmas and deciding, logically, for themselves, which action would be best and why.
Preparation for Work – Skill	Staying Positive	Speaking	Speaking	Staying Positive	Aiming High
Preparation for Work – Link to Skill	This unit embeds the skill of staying positive as it enables learners to deal with challenging and diverse concepts, encouraging them to remain positive throughout.			This unit demonstrates the skill of staying positive as learners will be introduced to sensitive topics in the media they may not agree with and therefore must remain positive	This unit teaches learners to 'aim high'. This is because the question of moral actions varies widely from one religion to another, and therefore learners need to manage multiple views at one time
Preparation for Citizenship – SMSC & British Values	British values are embedded into this unit of study as all learners have freedom of speech to discuss and share their thoughts and beliefs, whilst also respecting others to have this same right.	British values are embedded into this unit of study as all learners have freedom of speech to discuss and share their thoughts and beliefs, whilst also respecting others to have this same right.	British values are embedded into this unit of study as all learners have freedom of speech to discuss and share their thoughts and beliefs, whilst also respecting others to have this same right.	British values are embedded into this unit of study as all learners have freedom of speech to discuss and share their thoughts and beliefs, whilst also respecting others to have this same right..	British values are embedded into this unit of study as all learners have freedom of speech to discuss and share their thoughts and beliefs, whilst also respecting others to have this same right.
Preparation for Citizenship – Link to SMSC & British Values					

Term 3

Month	May	June	July
Units of Work			
Cultural Transmission – National Curriculum area – KS3	What do our words say about us? Beds LAS 3.20 What will make our community a more respectful place?	What do our words say about us? Beds LAS 3.20 What will make our community a more respectful place?	Beds LAS 3.22 Should happiness be the purpose of life?
Cultural Transmission – Substantive Knowledge – *The What!*	Make sense of belief:explain and interpret reasons why a plural society in our region of the UK is sometimes seen as a good thing and sometimes raises problems;use religious vocabulary, texts and concepts to explain attitudes of respect and fairness, or prejudice and inequality Understand the impact:show how some religious and non-religious beliefs and teachings can affect attitudes to our plural society;raise and research questions and explanations about how to make Luton and Bedfordshire places where respect for all can flourish;give reasoned arguments to show theirinterpretation of the kind of society that is good for all its communities	Make sense of belief:explain and interpret reasons why a plural society in our region of the UK is sometimes seen as a good thing and sometimes raises problems;use religious vocabulary, texts and concepts to explain attitudes of respect and fairness, or prejudice and inequality Understand the impact:show how some religious and non-religious beliefs and teachings can affect attitudes to our plural society;raise and research questions and explanations about how to make Luton and Bedfordshire places where respect for all can flourish;give reasoned arguments to show theirinterpretation of the kind of society that is good for all its communities	Make sense of belief: compare and explain different ways to happiness (e.g. Christian, Buddhist and non-religious);explain how people use different sources of authority in deciding what the purpose of life is Understand the impact: show how beliefs and teachings can affect people's views on whether or not it is important to achieve happiness.
Cultural Transmission – Disciplinary knowledge – *The How!*	Make connections: develop insights into questions and issues about living in a multi-religious community ;engage critically and personally with some questions, issues and dilemmas about community cohesion, respect for all and fairness, using religious teachings to evaluate our society 1) Census statistics 2) bit.ly/2r533g8). 3) The 'Golden Rule' 4) Diwali festival-https://www.youtube.com/watch?v=BPTa9cKybSE 5) Ramadan-https://www.youtube.com/watch?v=dYyo-rvLawA 6) Luton today 7) Images of famous mosques in local area	Make connections: develop insights into questions and issues about living in a multi-religious community ;engage critically and personally with some questions, issues and dilemmas about community cohesion, respect for all and fairness, using religious teachings to evaluate our society	Make connections: offer a coherent account of the value of happiness as the purpose in life, weighing up religious and non-religious views, including their own;evaluate how far these ideas and beliefs about happiness help students to make sense of the world, offering reasons and justifications for their responses.By this point students should know why Jerusalem is so important and so complex 1) Utilitarianism- Bentham and Mill-Act and Rule 2) Kant-deontology 3) Aristotles Eudomania 4) Christainity-. Psalms 2:12, 32:1–2), Psalms 41:1, Matthew 5:9, Matthew 22:37–39 5) Non-religious- . www.actionforhappiness.org/10-keys-to-happier-living). 6) Buddhism: explore the unsatisfactoriness of life: dukkha, 'The art of happiness' 7) TV show- 'The good place'
Cultural Transmission – Sequencing (Flow) – *Retrieval & Extension*	This unit of study builds upon learning from KS2-Jesus' nature and year 8- inspirational individuals Builds for future study at KS4 and beyond-	This unit of study builds upon learning from KS2-Jesus' nature and year 8- inspirational individuals Builds for future study at KS4 and beyond-	This unit of study builds upon learning from all key stages as it is concerned with formulating learners personal ideas/views about who they are as individuals Builds for future study at KS4 and above- Personal identity, mind and body.
Cultural Transmission – Summative Assessment	AP3	AP3	AP3
Personal Empowerment – Virtue	Self-Mastery	Compassion	Good sense
Personal Empowerment – Link to Virtue	This unit is linked to the virtue of 'self-mastery' as students will be considering varying moral dilemmas and deciding, logically, for themselves, which action would be best and why.		This unit embeds the virtue of ' good sense', as it enables students to learn how to reach rational and logical conclusions amongst a variety of views/beliefs/practices.
Preparation for Work – Skill	Aiming High	Speaking	Teamwork
Preparation for Work – Link to Skill	This unit teaches learners to 'aim high'. This is because the question of moral actions varies widely from one religion to another, and therefore learners need to manage multiple views at one time		This unit embeds the virtue of 'team work', as there are multiple tasks/activities which involved the learners working together to understand varying religious and non-religious views about who we are as people.
Preparation for Citizenship – SMSC & British Values	British values are embedded into this unit of study as all learners have freedom of speech to discuss and share their thoughts and beliefs, whilst also respecting others to have this same right.	British values are embedded into this unit of study as all learners have freedom of speech to discuss and share their thoughts and beliefs, whilst also respecting others to have this same right.	British values are embedded into this unit of study as all learners have freedom of speech to discuss and share their thoughts and beliefs, whilst also respecting others to have this same right.
Preparation for Citizenship – Link to SMSC & British Values			