

The Philosophy and Ethics Curriculum

INTENT

Our aim is encourage students to beome excellent leaders by equipping all students to think for themselves as they study philosophical, theological and moral issues. We encourage them to be open-minded to other points of view and to identify and challenge misconceptions and prejudice. By building our curriculum around some of the key elements of the locally agreed syllabus and a mastery-based approach, students will gain knowledge and understanding of a range of world views both locally and globally. The Philosophy and Ethics curriculum is planned to enable all students to cumulatively develop skills in the following concepts: Core subject knowledge retention and recall, Critical thinking skills, Learning about and from religion, Application of religious teachings to ethical issues, Debate and analysis of key beliefs and ideas, Evaluative skills and personal reflection. Philosophy and Ethics aims to develop the character of our students by providing a significant contribution to the active promotion of mutual respect and tolerance of others faiths and beliefs, a

IMPLEMENTATION

Our Curriculum is highly influenced by the mastery model and is implemented through planning of high-quality lessons that reflect metacognition techniques as outlined in the Brixham way, allowing students to retain knowledge and apply it. All resources are shared with all staff along with supportive information to ensure that curriculum requirements are met and subject knowledge developed. Curriculum resources are selected carefully and reviewed regularly which reflects our commitment to continual improvement. New initiatives, ideas and strategies delivered through deliberate practice sessions are regularly included in the revision of cirriculum resources to ensure the most current educational developments are implemented.

Assessments are designed thoughtfully to assess retrieval practice, apply knowledge and explore key areas. A key focus for our



During their learning journey in school, pupils are exposed to a diverse range of world views that teaches pupils to have a **better understanding of the world views that make up the UK landscape** and how they can work from and alongside each other to create a cohesive community. The curriculum promotes **inquisitive minds, respect, tolerance and understanding** for all those around them including themselves. Pupils are enabled to create high quality work to be produced and evidenced, showcasing a **sound understanding of the main world views**, their community and their future. Our values will be reflected by students when they create evidence that will be seen through using the correct vocabulary, explanations and respectful opinions, as well as cross curricular evidence, for example, religious and cultural art work, and presentations. Philosophy and Ethics makes **important contributions to other parts of the school curriculum** such as Values lessons where skills learned in the subject will enable greater participation and deeper learning to occur. Pupils will create a **life-long learning** for exploring religious and non-religious beliefs and understanding how it can help them in their future. The ability to **articulate and communicate ideas**, options and feelings about their own religion and that of others will be supported and developed along with other skills such as **self-confidence, collaboration, and self-reflection**. Students will be given every opportunity to achieve well in Philosophy and Ethics which is reflected through a **consistent learning journey** and clear progress.

CASE STUDIES – Philosophy A level

Meet: **Gabrielle Britain (Philosophy and Ethics A level student 2022)**

Gabrielle joined Brixham College in 2015. Gabby always loved to ask searching questions and KS3 philosophy gave her a platform with which to do this. She embraced the P and E journey as she continued through her school career choosing GCSE Philosophy and Ethics as her first subject where she continued to develop her passion and her skills of analysis and evaluation. Gabby Then Joined A Level Philosophy where she was inspired by units such as Moral Philosophy and Philosophy of Mind to select it as her preferred subject at university. Gabby was successful in achieving an A* on completion of her course and came to thank us all for providing her with the help and support she needed to secure this. Gabby applied and was accepted into Cambridge University to study Philosophy and now enjoys returning to school regularly to inspire other students to pick Philosophy at GCSE and A level though Q and A sessions. Gabby is a firm believer that Philosophy should always be available to students to support high expectations for students from a variety of backgrounds including those of lesser means.

Meet: Jack Franklin Year 11 Philosophy and Ethics GCSE student 2023

Jack Joined Brixham College in 2018. He has a keen personal interest in History Philosophy and Economics. Jack was already engaging with these subjects outside of school asking his parents to buy him books, watching documentaries and listening to podcasts about philosophy. Choosing GCSE philosophy has enabled Jack to develop his skills of analysis and evaluation in order to engage better with the highly academic material he has been reading at home. He was particularly engaged with the ethical units we provide during our GCSE where he could use his extracurricular knowledge to apply to key questions such as what it does mean to be moral. Jack has now selected to take A level philosophy to further develop his skills and quench his thirst for academic knowledge. He is particularly looking forward to studying Moral Philosophy and Philosophy of Mind