**Curriculum Intent**

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| **Subject** | **Ethics** | | |
| **Subject Teacher** | **Mr B. Singh** | | |
| **Intent statement – Our Curriculum Objectives** | | | |
| **What will our pupils experience throughout their Ethics curriculum at Pine Green Academy?**  **Our Key Stage 3** curriculum is designed to ignite a passion within for civic engagement and critical thinking. We aim to empower students with a comprehensive understanding of democracy, encouraging them to explore diverse perspectives on relevant social issues. Our intent is to foster a sense of responsibility, resilience, and respect for differing opinions, equipping students with the skills needed to actively participate in democratic processes and contribute positively to their community and beyond.”  **Our Key Stage 4** curriculum is strategically crafted to deepen students’ civic awareness and refine their critical thinking abilities. We aspire to provide an enriching learning experience that not only delves into the intricacies of democracy but also challenges students to explore complex societal issues. Our curriculum intent is to instil a sense of social responsibility, resilience, and an understanding of the broader implications of civic engagement. By fostering an environment of informed discourse, we aim to mould students into thoughtful, active citizens prepared to navigate the complexities of the world and contribute meaningfully to society.” | | | |
| **Curriculum Sequencing** | | | |
| **1.    Introduction to Democracy:**        •     Understanding the fundamentals of democracy and its significance in society.        •     Exploring historical context and key democratic principles.  **2.    Critical Thinking Skills:**        •     Developing analytical skills to assess information and form independent opinions.        •     Engaging in activities that stimulate critical thought and reflection.  **3.    Current Affairs Exploration:**        •     Investigating and discussing contemporary social issues.        •     Analyzing multiple perspectives on relevant topics to encourage open-mindedness.  **4.    Civic Responsibility:**        •     Emphasizing the importance of civic duty and active participation in community affairs.        •     Exploring the impact of individual actions on the broader community.  **5.    Debating and Discourse:**        •     Building effective communication skills through structured debates.        •     Encouraging respectful dialogue and the exchange of diverse viewpoints.  **6.    Campaigns and Advocacy:**        •     Understanding the mechanisms of civic engagement, including campaigns and advocacy.        •     Creating and presenting persuasive arguments on issues important to students.  **7.    Mock Elections:**        •     Simulating the electoral process to provide a practical understanding of democracy.        •     Encouraging students to develop and present their own policy proposals.  **8.    Reflection and Review:**        •     Reflecting on personal growth and learning throughout the program.        •     Evaluating the impact of civic engagement on individuals and communities.  *This sequencing aims to progressively build students’ understanding of democracy, critical thinking, and civic responsibility, culminating in practical experiences that prepare them for active engagement in democratic processes.* | | | |
| **Our Long-Term Plan** | | | |
| **KS3:** Foundations of Democracy, Civic Awareness and Responsibility, Practical Engagement and Preparation. This long-term plan for Key Stage 3 in Votes for Schools aims to progressively build students’ understanding and engagement with democracy, critical thinking, and civic responsibility. It provides a structured and comprehensive approach to prepare students for active participation in democratic processes within the social, moral, social and cultural context.  **KS4:** Current Affairs and Advanced Civic Engagement / Civic Leadership and Global Perspectives. This long-term plan for Key Stage 4 in Votes for Schools aims to offer an advanced and comprehensive study of democracy, critical thinking, and civic engagement. It progressively challenges students to engage with complex issues, refine their skills, and actively contribute to their communities within the social, moral, social and cultural context. | | | |
| **Assessment Opportunities** | | | |
| **1. \*\*Formative Assessments:\*\***  - Ongoing checks during lessons to gauge understanding and provide timely feedback.  - Classroom discussions and Q&A sessions to assess engagement and comprehension.  **2. \*\*Debates and Discussions:\*\***  - Assessment of students' participation in structured debates.  - Evaluation of their ability to articulate and defend their viewpoints.  **3. \*\*Written Responses:\*\***  - Written responses on democratic principles and contemporary issues, where relevant.  - Assessment of writing skills, critical analysis, and depth of understanding.  **4. \*\*Group Projects:\*\***  - Collaborative projects addressing civic issues, assessing teamwork and problem-solving.  - Presentation assessments to evaluate communication and project outcomes.  **5. \*\*Mock Elections:\*\***  - Simulated electoral processes to assess understanding of democratic procedures.  - Evaluation of campaign strategies and students' ability to create persuasive messages.  **6. \*\*Self-Reflection Activities:\*\***  - Journals or reflective essays on personal growth and learning.  - Assessment of students' ability to critically evaluate their own contributions.  **7. \*\*Real-world Civic Engagement Projects via discussions and debate:\*\***  - Assessment of applied learning through community projects.  - Evaluation of the impact of students' initiatives on the community.  **8. \*\*End-of-Term or End-of-Year Assessments:\*\***  - Summative assessments covering key concepts, principles, and skills.  - Comprehensive evaluations of students' overall understanding and progress.  *These assessment opportunities in Votes for Schools provide a diverse range of methods to evaluate students' knowledge, skills, and engagement with democratic principles and civic responsibilities* *all interwoven within SMSC , the Spiritual, Moral, Social, and Cultural development, and it's a key aspect of education in the UK.* | | | |
| **Pine Green Curriculum** | | | |
| **Our Curriculum** | | **Department Opportunities** | |
| **Confidence, Independence & Resilience** | | Students cover a wide range of different topics to build a number of skills to help foster confidence in themselves and their abilities. Lessons involve a lot of group discussions, multimedia, written work, brainstorming sessions, quizzes and theory, giving the students a very rounded Ethics education. | |
| **Be Kind: Empathy & Compassion whilst valuing diversity** | | There are a number of topics woven into the Ethics curriculum which address these issues directly. These include, but are not limited to, *Diversity and Inclusion; Importance of Happiness, Prejudice and Discrimination, Breaking Down Stereotypes in Society.* | |
| **Cultural Awareness** | | There are a number of topics woven into the Ethics curriculum which address these issues directly. These include, but are not limited to; *Diversity, Prejudice and Discrimination, getting to know people, all interwoven within SMSC , the Spiritual, Moral, Social, and Cultural development, and it's a key aspect of education in the UK. Essentially, SMSC is about helping students develop a range of personal and social skills that will enable them to become well-rounded, responsible, and engaged members of society.* | |
| **Aspirations** | | Pupils will know that they have a valued and important part to play in the world in which they live, and they can and are motivated to contribute to society in a way which best suits their interests and skills.  Pupils will know the value of SMSC and commitments in their lives. | |
| **Preparedness for the future** | | Pupils will have a successful transition on from Year 11 into Post 16  Pupils will have had experience of a wide range of opportunities, interests and options so they are best placed to make informed decisions about their future choices  Pupils will know about and make use of the range of support and advice that is available to them to support their choices and decision making as they progress on from Pine Green Academy. | |
| **Vulnerable Students checklist** | | | |
| **SEND** | | | **PP** |
| * Evidence of Learning * Writing Frames * Picture to Text and vice versa * Use of Bonus Points Rewards on Sleuth | | | * Evidence of Learning * Writing Frames * Picture to Text and vice versa * Use of Bonus Points Rewards on Sleuth |

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| **Covid Catch Up** | |
| **Skills Gaps** | **Knowledge Gaps** |
| Ethics is a new subject at Pine Green so skills gaps are not clear as each year group is starting age related topics horizontally in KS3 and Horizontally in KS4 | Ethics was not taught at Pine Green before COVID, so all students are undertaking the learning from the same point. |

**Pine Green Curriculum**

The key principles behind the design of our curriculum are for our pupils to:

· Become confident, independent and resilient

· Be kind; showing empathy and compassion whilst valuing diversity

· Make good progress in all areas of the curriculum from their starting points when they initially join us

· Become more culturally aware about their local area as well as nationally and internationally.

· Develop and enhance their aspirations for the future and know that these can be reached through hard work and determination

· Be well prepared for the challenges that awaits them in the world. Ultimately, we want all of our pupils, to be the best they can be, making a positive contribution to the world they live in