

## ETHICS CURRICULUM OVERVIEW

### Intent

**Summary of curriculum intent:** In Ethics, we aim to enable Ealing Fields students to become ethical citizens using the disciplines of Ethics and Philosophy, both igniting their intellectual flame to think clearly and help them realise the agency they have to positively impact the communities in which they live. The curriculum plays an important role in encouraging students' spiritual, moral, social and cultural education as well as development of students' literacy.

### ***Subject specific skills:***

The following skills are spiralled throughout the Ethics curriculum:

- Questioning: asking and answering philosophical questions, including Socratic questioning in dialogue with others
- Problem solving: identifying and comparing a variety of solutions to moral dilemmas by applying their thinking and ethical theories
- Application of ideas to local and global communities: making links between ethical views and issues they encounter everyday
- Evaluation: making critical judgements on alternative views and using reasoned justifications for judgement
- Oracy: academically articulating opinions in rigorous debate and discussion
- Literacy: reading and writing fluently and accurately

### ***Subject specific knowledge:***

In term 1 of each year, students encounter key philosophical questions and theories. In year 7 this takes the form of a broad overview of Philosophical thinking from Ancient Greece to modern day. In year 8, their foundational knowledge of philosophical questions from the previous year allows them to contextualise and engage in an in-depth study of existentialist philosophical questions.

In term 2 of each year, students study ethical theories and moral dilemmas. In year 7, this takes the form of considering a broad range of moral laws (both absolute and relative) and applying them to moral dilemmas, such as the trolley problem. In year 8, students' prior understanding of moral laws allows them to study four detailed ethical theories (found on A level syllabi) and consider their suitability to follow in everyday life decisions: Utilitarianism, Situation Ethics, Kantian Ethics and Virtue Ethics.

In term 3 of each year, students study applied ethical issues. In year 7, we cover the ethical decisions students may make in their everyday lives and that impact their local communities: voting/Brexit, the food they eat, the items they buy, the environment, medical ethics. In year 8, their prior understanding of local ethical issues and their increased maturity allows them to encounter hard-hitting global ethical issues: war, capital punishment, human rights, free speech, weapons of mass destruction, animal rights.

The Ethics curriculum is not part of the national curriculum but has been uniquely developed at Ealing Fields to stretch students beyond national requirements and support their critical thinking and engrain enquiry into their approach to learning across the curriculum. Much of the content is inspired by A-level syllabi content but is taught in a way appropriate to students' age and ability.

### ***Assessment objectives:***

The Ethics Curriculum has been developed alongside a detailed understanding of the RE and English curriculums to ensure complimentary skill and knowledge development in student's journey through the whole Ealing Fields curriculum whilst carving a unique curriculum which avoid duplication. For example, the Ethics curriculum is backwards

planned to best prepare students for the philosophical and ethical themes studied at KS4 RE, and using both the higher-order AO2 evaluation skill throughout the RE curriculum and the assessment objectives for GCSE English Language speaking and writing (see Annex C). At KS3, students study 50 minutes of RE a week and 100 minutes of Ethics (afternoon double lesson).

The Ethics assessment criteria is made up of a series of 'I can' statements across five key skills, and then a framework of pass/merit/distinction for oracy in line with the framework used in English Speaking assessments. Knowledge is also assessed using knowledge ladders which are regularly RAG rated prior to and following low-stakes knowledge tests (these scores are also tracked in their books). Examples of these documents are annexed below. The pink and blue feedback sheets students receive after assessed work, make it clear that skills and knowledge are not distinct from each other and allow students to understand how to improve.

The Ethics curriculum is taught to students of all abilities and in mixed ability groups (in contrast to the sets taught in for EBACC subjects). We believe the nature of the subject suits mixed ability classes because of the nature of deep thinking and enquiry being challenging to accurately capture in traditional written assessments. Lessons are structured to meet bronze, silver and gold objectives in order to allow for in class differentiation and stretch of the highest ability. Lessons include resources adapted for various abilities to cater for the mixed-ability groups. There is an emphasis on key terms and vocabulary to support lower-ability students but also to stretch the vocabulary of all students by encountering tier 2 and tier 3 vocabulary throughout lessons.

#### ***Additional Aims:***

The Ethics Curriculum continues to be developed alongside with the school literacy strategy to develop students' proficiency in reading, writing, speaking and listening. The Trust Literacy Strategy informs many of the techniques used within the lessons (see details in Implementation section below).

Ealing Fields has a large Pupil Premium demographic and our Ethics curriculum is vital in enriching cultural capital and expanding opportunity for all students (e.g. learning about the theories of Plato, Aristotle and Socrates when they are 11 years old). Our focus on oracy plays a large role in preparing students for future career and interview opportunities, as well as increasing their confidence to express who they are and maintain their wellbeing. We have also embedded a variety of wider-learning opportunities into the curriculum to take advantage of the wide-range of opportunities in London: theatre visit to Les Misérables, visit to an exhibition at the Barbican Centre, visiting speakers from the Humanist Association, Q&A session with our local MP.

#### **Implementation**

##### ***Sequencing of knowledge and skills (demonstrated by curriculum map below)***

As explained above knowledge is sequenced using a spiral approach by term: philosophy, ethics and applied ethics. The year 7 topics offer a broad introduction to each discipline which allows the year 8 topics to build on this foundation using more in-depth study of theory/mature topics.

The skills of oracy, evaluation and literacy are embedded across every unit and lesson throughout the two years and the difficulty level (using increased challenge of content and requirement of skill level) is scaffolded upwards each topic. Alongside this is a spiral approach to the skills of questioning (term 1 in both years), problem-solving (term 2 in both years) and application of ideas (term 3 in both years).

##### ***Lesson structure/content:***

Lessons are not identical but often include the following features, including many strategies to aid students' memory:

- Enquiry question starter task and oracy-based discussion and sentence level parameters
- Key term introduction / expansion of vocabulary
- Reading of text with challenging vocabulary
- Use of reading skills to comprehend new information and an exercise to test/expend understanding
- Mini-plenaries for each bronze/silver/gold objective
- A structured oracy-based activity e.g. debate / opinion line / changing traffic lights
- A writing task synthesising discussions or big ideas into structured writing and argument
- Philosophy diary reflection for final 10 minutes of lessons. The diary will encourage 'reflection' and independent thinking as important learning habits of a philosopher and Ealing Fields learner.
- Recap/links to previous lessons
- Regular low-stakes testing/quizzing
- Knowledge organisers for recall of key knowledge

Each term includes one or two Philosophy4Children style enquiry lessons which encourage students to lead their own enquiry based on a given stimulus and does not include any written communication. They use their own ideas to construct questions and then explore these questions whilst the teacher takes a back-seat as the facilitator.

***The curriculum delivers high-quality literacy through:***

- Explicit teaching of sentence structure (art of the sentence)
- Explicit strategies for vocabulary acquisition and use (e.g. glossaries)
- Explicit teaching 'reading skills' and reading of complex texts: predict, clarify, question, respond
- Reading aloud using the 'control the game' strategy and modelling reading through teacher-read aloud
- Text dependent questions at word, sentence and paragraph level to interrogate understanding of the text
- Promoting reading through wider reading lists and preps
- Explicit teaching of paragraph structure using given writing frameworks for debates, arguments and evaluation
- Building writing stamina through opportunities to write extended pieces
- Explicit teaching of speaking skills, listening and debate using the Oracy Toolkit and structured talk activities
- Asking effective questions using question frames and Socratic questioning.
- Dedicated time to correct literacy mistakes using the literacy marking code
- Oracy-based assessment and feedback
- Peer assessment of oracy (promoting metacognition of speaking skills)

**Impact**

**Key assessment principles**

Students will be assessed according to both knowledge ladders (for each term) and assessment criteria (consistent throughout the year), both of which are made visible to students on their blue or pink feedback sheets. Their progress will be monitored throughout the course using peer and self-assessment in lessons, low stakes quizzes on

mini-white boards and in mini-plenaries, in-depth marking of assessed homeworks (2 a year) with written feedback and time to respond/improve their work. Students are also formally assessed at the following quarterly assessment points using a pass/merit/distinction framework, given WWW and EBIs:

- Q1: a peer-assessed knowledge test and self-assessed reflection completed
- Q2: an oracy-based in-class assessment (dialogue performed) and peer-assessed knowledge test
- Q3: an oracy-based in-class assessment (speech/debate performed) and peer-assessed knowledge test
- Q4: an oracy-based in-class assessment (podcast recorded and performed) and peer-assessed knowledge test

We also ask students to complete a survey each term to gain their feedback on the curriculum development which informs future planning and design.

**Curriculum map:**

		<b>Year 7</b>	<b>Year 8</b>
<b>Knowledge</b>	Philosophical ideas	Unit 1 – what makes a good thinker and questioner (introduction to Philosophy over History): Socrates, Plato, Aristotle, Paley, Descartes, Rawls, Bentham, Turing)	Unit 1 – Who am I? How am I here? Why does it matter? (existentialist questions): materialism & dualism, Cartesian doubt, concept of God, atheism, feminist philosophy, AI)
	Ethical theories and dilemmas	Unit 2 – What is right and wrong? (making moral laws and solving moral dilemmas): human rights, singer’s effective altruism, stealing, lying, killing, cannibalism. Absolutism, relativism, punishment.	Unit 2 – What ethical principle can I live by? (evaluation of ethical theories): Utilitarianism, Situation Ethics, Kantian Ethics, Virtue ethics, cryogenics, genetic modification, inspirational people, refugee crisis, Milgram experiment
	Applied ethical issues	Unit 3 – How can I be ethical every day?: Brexit, vegetarianism/fair trade, sweatshops / zero-hour contracts, environmental issues, organ donation opt-out law.	Unit 3 – How can I be ethical in the world today?: war and weapons of mass destruction, capital punishment, human rights/humanitarian aid, free speech, animal rights
<b>Skills</b>	Questioning	Unit 1 – Socratic questioning, writing and performing dialogues, answering and asking big philosophical questions, evaluating different questions SAH 1: task and feedback improvement Q2 performance and feedback	Unit 1 – writing and performing dialogues, recap of Socratic questioning, asking and answering existential questions SAH 1: task and feedback improvement Q2 performance and feedback
	Problem-solving	Unit 2 – solving moral dilemmas, comparing different responses to moral dilemmas, trolley problem, comparing absolutism and relativism SAH2L trolley problem investigation Q3 debate speech	Unit 2 – applying ethical theories to solve a variety of moral dilemmas, interpreting the Milgram experiment Q3 debate speech – solving three dilemmas and applying theories
	Application of ideas to local and global communities	Unit 3 – forming individual justified opinion about every day ethical decisions made Q4 podcast recording to persuade others of view	Unit 3 – forming individual justified opinion about global ethical issues Q4 speech
	Evaluation	Unit 1 – evaluating different answer to philosophical questions Unit 2 – evaluating different solutions to moral dilemmas, evaluating absolutism/relativism Unit 3 – evaluating different responses to ethical issues All quarterly assessments	Unit 1 – evaluating different answer to philosophical questions Unit 2 – evaluating ethical theories by applying them to moral dilemmas. Comparative evaluation. Unit 3 – evaluating different responses to ethical issues

			SAH2: researching an inspirational person and evaluating why they are 'good' All quarterly assessments
	Oracy	All quarterly assessments – performed and feedback given on oracy All units: oracy toolkit embedded in tasks, debates, class discussions, structured talk in pairs	
	Literacy (reading and writing)	All units: Super reading skills for all reading tasks, key word glossaries, tier 2 and tier 3 vocabulary modelling, structured writing for evaluation, writing frames, time to correct literacy mistakes.	
<b>Wider learning/ outreach</b>		Les Miserables trip Humanist speaker MP Q&A visit	Barbican Centre exhibition trip CND visit

### Annex A – assessment criteria

Questioning (TERM 1)	Problem-solving (TERM 2)	Application of ideas to my local and global communities (TERM 3)	Evaluation	Written communication	Oracy grading:
I can...	I can...	I can...	I can...	I can...	I can...
Ask philosophical questions	Suggest a solution to a problem	Give one example of an ethical idea in my community	State a reason to agree or disagree with an argument or ideas	Use full and structured sentences and/or paragraphs.	<p><i>Pass:</i></p> <ul style="list-style-type: none"> <li>• speak <b>clearly</b> and <b>audibly</b>.</li> <li>• attempt to speak in an <b>organised</b> way.</li> <li>• express <b>straightforward</b> ideas using some <b>key vocabulary</b>.</li> <li>• <b>listen</b> to others and respond with <b>feedback</b>.</li> </ul> <p><i>Merit</i></p> <ul style="list-style-type: none"> <li>• speak <b>clearly</b> with some <b>confidence</b>.</li> <li>• speak in an <b>organised</b> way to <b>engage</b> my audience</li> <li>• speak for an <b>appropriate</b> length of time to <b>mostly</b> meet the <b>purpose</b> given.</li> <li>• express <b>interesting</b> and <b>challenging</b> ideas using a <b>range of vocabulary</b>.</li> <li>• <b>listen</b> to others speak and respond with some <b>appropriate feedback</b>.</li> </ul> <p><i>Distinction:</i></p> <ul style="list-style-type: none"> <li>• speak <b>clearly, confidently</b> and <b>intelligibly</b>.</li> </ul>
Use Socratic questioning to explore a new philosophical idea	Suggest multiple solutions to a problem	Give one example of an ethical idea in my community and explain this example	State reasons to agree and disagree with an argument or ideas	Use a range of sentence structures with accurate spelling and punctuation.	
Ask philosophical questions about new ideas and suggest answers to these questions	Suggest a solution to a problem by applying an ethical theory	Provide several examples of ethical ideas in my community and explain these in detail	Explain detailed reasons to agree and disagree with an argument or ideas.	Use a range of coherent sentence structures with clarity, purpose and effect.	
Link together different philosophical questions and answers into a dialogue	Explain reasons why some solutions to a problem are stronger than others	Explain in detail several examples of ethical ideas in my community and how I can impact changes	Explain detailed reasons for and against an argument and then come to a reasoned	Use precise and complex vocabulary to communicate coherently and keep the reader's interest	

			judgement in light of these arguments		<ul style="list-style-type: none"> <li>• speak in a <b>structured</b> way which <b>effectively engages</b> my audience.</li> <li>• speak for an <b>appropriate</b> length of time to <b>achieve</b> the purpose given.</li> <li>• express <b>sophisticated</b> ideas and use a <b>sophisticated repertoire of vocabulary</b>.</li> <li>• listen <b>attentively</b> and respond <b>perceptively</b> with appropriate feedback.</li> </ul>
Use philosophical questions and dialogues to demonstrate a complex philosophical issue	Identify and explain how some solutions to problems can lead to further questions and problems	Explain in detail several examples of ethical ideas in my community, how I can impact changes and persuade others of my ideas.	Analyse the points that have been given for each side of the argument to show whether they are strong or weak arguments	Use a wide range of precise and complex vocabulary and structures to communicate with impact	

**Annex B – example of a knowledge ladder (term 1, year 7)**

I know...	Before Q1	Q1 Review	Before Q2	Q2 Review
What Ethics and Philosophy are				
Examples of ethical and philosophical questions				
What a philosophical dialogue is, including 'good' questions				
Who Socrates, Plato and Aristotle are and facts about their lives				
What Socrates, Plato and Aristotle thought the purpose of life is				
What Socratic questioning is and why it is helpful				
What an optical illusion is				
Plato's analogy of the cave				
What Plato's analogy of the cave symbolises				
What Aristotle's Virtue Ethics is to make a 'good' person				
Aristotle's four virtues and examples of these				
What revealed and natural theology are and the differences between them				
William Paley's design argument for the existence of God				
Arguments to support and reject Paley's design argument				
Different parts that make up our identity (who we are)				
What the Ship of Theseus is				
Arguments to support and reject the Ship of Theseus being the same ship				
Descartes, Locke and Dawkins' views on what makes you, you				
What Bentham's Panopticon is and why he said it was a good idea				
What free will is				
Reasons why we do and do not have free will				
What voting is and facts about UK politics				
John Rawls' veil of ignorance				

Arguments for and against why voting is important		
Differences and similarities between humans and computers		
What artificial intelligence is		
What the Turing Test is and examples of computers passing it		

**Annex C – Assessment Objectives / Grade descriptors from RE and English curriculums (used implicitly to inform backwards planning and guide student progression throughout the curriculum)**

***Religious Studies Assessment Objectives:***

AO1 Describe, explain and analyse, using knowledge and understanding.

AO2 Use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints.

***Religious Studies Grade Descriptors:***

To achieve grade 8, candidates will be able to:

- demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices with well-integrated reference to sources of wisdom and authority
- demonstrate detailed understanding of common and divergent views and practices within and between religions or beliefs
- construct a sustained and convincing argument on matters of religion or belief based on critical analysis and evaluation of different perspectives and using accurate specialist terminology

To achieve grade 5, candidates will be able to:

- demonstrate mostly accurate and appropriate knowledge and understanding of a range of beliefs and practices with reference to sources of wisdom and authority
- demonstrate some understanding of common and divergent views and practices within and between religions or beliefs
- construct a reasoned point of view on matters of religion or belief based on some analysis and evaluation of different perspectives, and using mostly accurate specialist terminology

***English Language Assessment Objectives:***

**READING**

- Read and understand a range of texts to:
- AO1 Identify and interpret explicit and implicit information and ideas; Select and synthesise evidence from different texts
- AO2 Explain, comment on and analyse how writers use language and structure to; achieve effects and influence readers, using relevant subject terminology to support their views
- AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

- AO4 Evaluate texts critically and support this with appropriate textual references

#### WRITING

- AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences; Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- AO6 Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

#### SPOKEN LANGUAGE

- AO7 Demonstrate presentation skills in a formal setting
- AO8 Listen and respond appropriately to spoken language, including to questions and feedback to presentations
- AO9 Use spoken Standard English effectively in speeches and presentations

Spoken Language Descriptors:



<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<p>In addition to the general criteria, to be awarded a Pass a Learner's performance in his or her spoken language assessment must meet all of the following criteria –</p> <ul style="list-style-type: none"> <li>• expresses straightforward ideas / information / feelings,</li> <li>• makes an attempt to organise and structure his or her presentation,</li> <li>• makes an attempt to meet the needs of the audience, and</li> <li>• listens to questions / feedback and provides an appropriate response in a straight forward manner.</li> </ul>	<p>In addition to the general criteria, to be awarded a Merit a Learner's performance in his or her spoken language assessment must meet all of the following criteria –</p> <ul style="list-style-type: none"> <li>• expresses challenging ideas / information / feelings using a range of vocabulary,</li> <li>• organises and structures his or her presentation clearly and appropriately to meet the needs of the audience,</li> <li>• achieves the purpose of his or her presentation, and</li> <li>• listens to questions / feedback responding formally and in some detail.</li> </ul>	<p>In addition to the general criteria, to be awarded a Distinction a Learner's performance in his or her spoken language assessment must meet all of the following criteria –</p> <ul style="list-style-type: none"> <li>• expresses sophisticated ideas / information / feelings using a sophisticated repertoire of vocabulary,</li> <li>• organises and structures his or her presentation using an effective range of strategies to engage the audience,</li> <li>• achieves the purpose of his or her presentation, and</li> <li>• listens to questions / feedback, responds perceptively and if appropriate elaborates with further ideas and information.</li> </ul>

In relation to a range of texts, to achieve grade 8, candidates will be able to:

- summarise and critically evaluate with detailed and perceptive understanding
- understand and respond with insight to explicit and implicit meanings and viewpoints
- analyse and critically evaluate, with insight, detailed aspects of language, grammar and structure
- substantiate their understanding and opinions with illuminating references to texts and contexts
- make convincing and apt links and comparisons within and between texts.

### **Writing**

To achieve grade 8, candidates will be able to:

- communicate with impact and influence
- produce ambitious, accomplished and effectively-structured texts
- use a wide range of well-selected sentence types and structures and precise vocabulary to enhance impact
- spell, punctuate and use grammar accurately so that writing is virtually error-free

## **Grade 5**

### **Critical reading and comprehension**

In relation to a range of texts, to achieve grade 5, candidates will be able to:

- summarise and evaluate with accuracy and clear understanding
- understand and make valid responses to explicit and implicit meanings and viewpoints
- analyse and evaluate relevant aspects of language, grammar and structure
- support their understanding and opinions with apt references to texts, informed by their wider reading
- make credible links and comparisons between texts.

### **Writing**

To achieve grade 5, candidates will be able to:

- communicate effectively, sustaining the reader's interest
- produce coherent, well-structured and purposeful texts
- vary sentence types and structures and use vocabulary appropriate to purpose and effect
- spell, punctuate and use grammar accurately with occasional errors