Curriculum overview: **Ethics**

Vision
Developing ethically informed citizens who are passionate advocates of equality, diversity and inclusion, and who are able to embrace the responsibilities and experiences of adult life, including how to keep themselves and others safe.
Curriculum Intent
The principal aim of our Ethics curriculum is to prepare students for life in a modern, increasingly diverse world. We have a strong desire to foster students' personal development and by working collaboratively, our teachers can be ambitious in providing a curriculum that is challenging and developing lessons that expect the best from our students. We are committed to ensuring that all students leave education with a strong sense of self-awareness, resilience, and compassion for others. We want all our students to graduate from our school as ethical, informed citizens ready to take on the challenges of the 21st century. The Ethics curriculum within the Four Stones MAT will: ▪ Provide opportunities for students to question their own values, attitudes and beliefs ▪ Encourage a passion for Ethics through the study of an enriching curriculum ▪ Introduce students to different cultures, points of view and experiences ▪ Provide students with the cultural capital to confidently challenge the ideas of others as well as question their own opinions and ideas ▪ Create well-rounded, resilient students who have cultural appreciation and informed values
Key Skills
▪ Make sense of a range of religious and non-religious beliefs using appropriate vocabulary ▪ Explain how and why these beliefs are understood and expressed in different ways, by individuals and within communities ▪ Make connections between religious and non-religious beliefs, concepts, practices and ideas ▪ Challenge the ideas studied, and allow the ideas studied to challenge their own thinking ▪ Express their critical responses and personal reflections with increasing clarity and understanding
Please note, topics that are highlighted refer to content from KCSiE 2026 This content is not limited to these areas, but rather is taught in more depth during these topics.

	Term 1	**Term 2**	**Term 3**	**Portable knowledge**
Year 7	**Healthy Relationships** • School and British Values • About me - Hobbies • Establishing and changing friendships • Happy friendships and how to fix arguments • Respecting boundaries • Bullying and hurtful behaviour • Child on child abuse • Challenging stereotypes • Assertive behaviour • Volunteering and acts of kindness	**How are Sikh teachings on equality and service put into practice today?** • Origins of Sikhism • Mool Mantar and Naam Simran • Guru Nanak • 5Ks and Symbols • Guru Gobind Singh and the Khalsa • Sewa and the Langar • Khalsa Aid • Being a Sikh today in the UK **Physical health and Puberty** • Dental	**Personal Safety in the Community** • Risk • Decision making • Consequences • Grooming • County lines • Water and Rail safety • VAWG • FGM • First aid **Citizenship** • What is citizenship and what does being a good citizen mean? • What is democracy and how does it	**Knowledge of religious beliefs and teachings** **British values** **Skills for decision-making** **Heathy relationship traits** **Appreciating diversity** **Understanding of emotional and physical wellbeing**

	• Online Friendships **<u>What does it mean to be religious?</u>** • What is good/challenging about being religious? • Symbols • Festivals • Pilgrimage • Dress • Food rules • Prayer & Worship • The significance of the Bible • The significance of Christmas	• Food choices • Physical health • My emotions – Inside out lesson • Puberty • Puberty • Healthcare: minor ailments and what to do	work? • How does democracy work in the UK? • the development of the political system of democratic government in the United Kingdom • Parliament and the monarch • The operation of Parliament and the role of political parties	**Consent** **Democracy** **Equality**

Why?	Early topics focus on transition from primary to secondary school. Gives students an opportunity to explore our school values and what success looks like in year 7. To identify healthy and unhealthy relationships. Exploration of Christianity reflecting it as the main religious tradition in the UK. To instill an understanding of healthy friendships and the concept of tolerance and how to achieve this. To know how to seek further understanding and support for this area of study.	To begin developing students' cultural capital and world knowledge with a focus on the lived experience of Sikhism. To introduce alternative opinions and to enable students to access views beyond their own. To provide students with an understanding of emotional and physical wellbeing and how to support these.	To consider different aspects of staying safe; friendships, online, first aid and violence against women and girls. To identify warning signs and know how to seek support for this area of study. To begin practicing decision making skills. To build the knowledge, skills, and attitudes needed to become confident, responsible, and active citizens. To strengthen understanding of democracy, law, equality, and global issues, while also developing critical thinking, empathy, and communication skills.	

Year 8	**<u>Wellbeing</u>** • Wellbeing • Sleep • Distractions and wellbeing • Setbacks and Disappointments • Change, loss and grief • Unhealthy coping strategies • Healthy coping strategies • Safer relationships online • Sending nudes • Sextortion • Sexual Harassment online **<u>The Problem of Evil and suffering</u>** • Qualities of God • Creation • The fall • Moral and natural evil • The problem of evil • Theodicy • Story of Job • The role of Christ in suffering • How should we respond to suffering?	**<u>Relationships: Respectful Relationships, Identity & Equality</u>** • Diversity • Respecting others • Prejudice and characteristics • Protected characteristics • Misogyny • Visible differences • Actions and consequences • Positive role models for identity • Preventing gender-based violence **<u>Relationships: Family life and relationships with others</u>** • Relationship values • Changing relationships • Family life • Development of children • Marriage • Managing conflict • Ending relationships • Respecting others and the community	**<u>Judaism and the Holocaust</u>** • Abraham • Moses • Synagogue • Food laws • Shabbat • Antisemitism • The Holocaust • Faith during the Holocaust • Remembering **<u>Safety</u>** • Consent • Forced marriage • Vaping and smoking • Alcohol • Online behaviors and the law • Gambling laws and wellbeing online • Gambling and gaming • Influence • Feeding the algorithm	**Understanding of physical and emotional wellbeing and healthy coping strategies** **Identifying unhealthy coping strategies** **Respectful relationships including online safety** **Misogyny and harassment** **Religious beliefs and teachings** **Challenging prejudice and discrimination** **Understanding of global issues and their impact** **Online safety** **Attitudes to drugs and alcohol** **Decision-making**

Why?	To explore concepts of self-esteem and wellbeing to give students a sold platform to develop their mental health. To ensure students have strategies of how to promote their own wellbeing that they can build upon. To build and develop students' cultural capital and world knowledge and consider philosophy.	To promote alternative opinions and to enable students to access opinions beyond their own. To revisit healthy and unhealthy relationship traits. To revisit the topic of VAWG by exploring the effects of misogyny. To revisit the concept of positive self-esteem and body image. To ensure students are regularly considering and practicing skills to keep them safe. To know how to seek further understanding and support for this area of study.	To build and develop students' cultural capital and world knowledge. To promote alternative viewpoints and to enable students to access the world beyond their own. To consider how discrimination and prejudice can be affected by decision making skills. To explore the theme of tolerance further, building upon prior knowledge. To consider their choices online and strategies to stay safe and protected from sextortion. To develop decision making skills further. To know how to seek further understanding and support for this area of study.	
Year 9	**<u>Safety: Risky behaviour</u>** • Coercive Friendships • Consent • Sending nudes • Serious and organised crime • County lines • Risk Taking online • Careers **<u>Religion, Crime and Punishment</u>** • What is crime • The purpose of punishment • Capital punishment • Religious attitudes towards lawbreakers and crime • Forgiveness • Restorative Justice • Community Service	**<u>AI: Rights Safety and Wellbeing</u>** • Motivations and consequences • Tackling deepfakes • How does AI affect our daily lives • Limitations of AI • Generative AI • Chatbots affecting relationships **<u>Death and the Afterlife</u>** • Life after death • Heaven and Hell • Karma and reincarnation • Sky burials and ceremonies • Non-religious reincarnation	**<u>Health: Keeping my body healthy</u>** • Diet • Vaping • Alcohol • Managing influence • Freedom and capacity to consent • Cancer • Testicular cancer **<u>Healthy behaviours in relationships</u>** • Healthy relationships • Relationships and Intimacy • Impact of pornography • Contraception • Sexual Health inc. HIV	**Healthy and unhealthy relationship traits** **Substance misuse** **The impact of substance misuse on mental health** **Understanding of global issues and their impact** **Knowledge of religious beliefs and practices** **Consent** **Online dangers, including AI and how strategies of how to stay safe online** **Worldviews on afterlife**

Why?	To build upon students' cultural capital and world knowledge surrounding religions. To consider alternative viewpoints and to enable students to access the world beyond their own. Crime and punishment is taught at this point so students will have a greater understanding of the world and the decisions that lead to punishments. To revisit and explore healthy and unhealthy relationships further. To safely explore risk that students may be exposed to; gangs and substances. To practice making decisions on more complex and sensitive topics.	To build upon students' cultural capital and world knowledge surrounding religions. To consider alternative viewpoints and to enable students to access the world beyond their own. To explore types of family relationships and sexual consent at an appropriate time. To equip students with the skills to effectively communicate within relationships. To build students' knowledge and awareness of the everchanging landscape of AI and online risk and safety strategies To allow students a safe space to consider their own views in conjunctions with others with regards to the afterlife. To know how to seek further understanding and support for this area of study.	To practice making decisions on topics that do and will affect lifestyles. To further develop understanding of consent. To give students an introduction to sexual health, and how and where to seek advice. To give students the skills and knowledge to consider self-examination which will be revisited later. To know how to seek further understanding and support for this area of study.	
Year 10	**<u>Mental and Physical Health</u>** • Mental health and wellbeing • Managing distractions • Changing thinking • Stress and Tension • Substance use – drugs • Substance use – alcohol • Gambling and the effects • Advertising and gambling **<u>Relationships and Health</u>** • Healthy relationships • Intimacy and consent • Sexual health • Pornography • Deepfakes	**<u>The Buddha: His teachings and significance</u>** • The Buddha's life • Universal truths (Buddha's teachings) • The Buddhist response to suffering in the modern world • Symbols in Buddhism • The different approaches in Buddhism and Buddhism in the UK • Right mindfulness **<u>Spirituality and Art</u>** • Spirituality • Spirituality in Christianity	**<u>Safety</u>** • Equality Act and Protected characteristics • Prevent and Extremism • Radicalisation • Gangs and Knife Crime • Gambling • Advertising and Gambling **<u>Citizenship</u>** • The UK economy and me • Income and expenditure • Credit and debt, • Public money	**Maintaining positive mental health and accessing support** **Recognising and responding to extremism and radicalisation** **Impact of gang culture** **Impact of gambling and the forms it takes** **Respect for religious and cultural diversity**

	• Deepfakes • Sexual violence	• Spirituality in Buddhism • Spirituality in Humanism • Indigenous beliefs in spirituality • Spirituality in the modern world		**Critical thinking through the exploration of different beliefs and practices.** **Understanding of protected characteristics in the UK** **Laws in the UK** **Knowledge of the UK economy**
Why?	To explore concepts of mental health and wellbeing to give students a solid platform to develop their mental health as well as the connection with physical health. To ensure students have strategies of how to promote their own wellbeing that they can build upon as well as knowledge of unhealthy coping strategies to avoid. To explore types of romantic relationships and sexual consent at an appropriate time. To enable students to identify traits of toxic masculinity and how to avoid this. To equip students with the skills to effectively communicate within sexual relationships. To further develop understanding of consent and what constitutes intimacy within a relationship. To know how to seek further understanding and support for this area of study.	To explore Buddhism and its influence today. To consider key questions about suffering, happiness and meaning in life. To develop wellbeing and self-awareness through the study of mindfulness. To examine how Buddhist teachings shape responses to modern issues. To explore the concept of spirituality across religious and non-religious worldviews. To reflect on identity, meaning, purpose and personal beliefs. To examine how spirituality influences people's values, creativity and lifestyles. To understand the role of spirituality in contemporary society and individual wellbeing.	To develop students' understanding of equality, diversity and the protected characteristics in modern Britain. To equip students to recognise and challenge extremism, radicalisation and harmful influences. To raise awareness of the risks and consequences of gang involvement and knife crime. To enable students to make informed, safe decisions about gambling and risk-taking behaviours. To build critical thinking skills to evaluate advertising, media influence and persuasive tactics. To develop financial literacy by helping students understand income, spending and budgeting. To explore the benefits and risks of credit and debt, supporting informed financial	

		To know how to seek further understanding and support or further understanding for this area of study.	decisions. To build understanding of how public money is raised, spent and managed in the UK To know how to seek further understanding and support for this area of study.	
Year 11	**<u>Reproduction and Reproductive Health</u>** • Reproductive health • The choice to have children / not have children • Contraception • Pregnancy • Feeding your baby • Miscarriage • Menopause **<u>RE: Applied Ethics</u>** **<u>3.14Good/bad How do you decide?</u>** • Intro to moral philosophy • Utilitarianism • Kantian Ethics • Abortion • Natural law and situation ethics – Applied to abortion • Which theory is better?	**<u>Relationships and Exploitation</u>** • Consent • Sexual harassment • Understanding coercive control • Exploitation: Sexual, Criminal & Financial • Domestic Abuse: support routes • Safe break ups **<u>Navigating Independent Healthcare</u>** • What is breast cancer • Breast cancer screening and self examination • Testicular cancer • First Aid Allergy and burns • First Aid CPR • Abortion	Exam leave	**Facts about reproductive health and pregnancy, including miscarriage, abortion and the menopause** **Parenting choices and responsibilities** **Consent** **Healthy and unhealthy relationship traits** **Critical thinking on how to make moral decisions** **Informed decision-making about healthcare, wellbeing and medical support services** **Knowledge of how to access NHS healthcare The importance of self-examination**

Why?	To consider the life decisions and implications of parenting. To explore the ethical ramifications to unprotected sex. To develop an awareness of reproductive healthcare options post 16. To consider some of the risks that students are more prone to now they are reaching adulthood. To introduce students to key ethical theories that have shaped moral thinking and decision-making. To explore real-life ethical issues, such as abortion, from multiple perspectives. To build students' ability to construct, justify and challenge ethical arguments. To support students to make informed personal decision-making through the application of moral reasoning. To know how to seek further understanding and support for this area of study.	To equip students with the skills to effectively communicate within all relationships. To ensure that students are all aware what constitutes harassment and what might characterise an unhealthy relationship and what to do. To know strategies for self-checking/screening for cancer. To develop students' knowledge of common health conditions and the importance of early detection. To encourage confidence in managing personal health through self-examination and screening awareness. To equip students with essential first aid skills, including CPR and responding to allergies and burns. To know how to seek further understanding and support for this area of study.		

SMSC in Ethics

Ethics enables pupils to develop their understanding of spiritual, moral, ethical, social and cultural issues in depth. We aim to help pupils to grow and develop as people by preparing them for the adult world and allowing pupils to make sense of the world. In keeping with the ethos of the school, SMSC is embedded across the key stages to allow students to engage with meaning and promote personal development.

Spiritual development in ethics
Ethics enables students to search for meaning in the purpose of life and the values by which we live. Students are able to interpret their own spirituality and their lives and discuss and debate ultimate questions. They are given opportunities to explore the beliefs and values of others and develop and understanding of, and respect for these. We encourage imagination and creativity in lessons. We aim to deliver the curriculum in a way that engages the students and gives them a sense of awe and wonder about themselves, others around them and the world in which we live.

Moral development in ethics
The courses taught at all key stages have ethical dilemmas embedded in the schemes of work. Students frequently question, justify and challenge moral dilemmas about right and wrong, good and bad and consider the ethical implications of choices we make as a human race, such as abortion, euthanasia and risk taking. They are expected to critically analyse and assess ethical issues and reflect on this in relation to their own lives and of those around them.

Social development in ethics
In ethics, students have opportunities to work with pupils from different religious, ethnic and socio-economic backgrounds. They frequently partake in small group work, allowing them to learn to cooperate with others and resolve conflicts effectively. They are encouraged to understand the importance of taking an interest in the way different communities and societies operate. Frequent participation in group work allows students to become accustomed to working as part of a team to achieve mutual goals and developing this skill will in turn enable them to participate fully in and contribute positively to life in modern Britain.

Cultural development in ethics
Students are encouraged to demonstrate respect and show tolerance towards people from all ethnic and socio-economic backgrounds. They are taught topics which centre on tolerance, respect and celebration of diversity throughout KS3 and KS4 with the intention to combat discrimination of any sort.

Monday, 21 September 2026

5 mins

Title : What is the difference between government and Parliament?

Focus	Questions	Support
Current	1. Which country of the United Kingdom has the biggest population?	Last lesson
Previous	2. The UK is a democracy- true or false? 3. Parliament is made up of the House of Commons, the House of Lords and the monarch- true or false?	
Challenge	4. Why might it be a bad thing not to check and challenge what the government does?	

Knowledge needed for this lesson is highlighted

THE FOUR STONES 4 ACHIEVING TOGETHER

Monday, 21 September 2026

5 mins

What is the difference between government and Parliament?

Focus	Questions	Answers
Current	1. Which country of the United Kingdom has the biggest population?	**England**: 58.6 million people **Scotland**: 5.5 million people **Wales**: 3.2 million people **Northern Ireland**: 1.9 million people
Previous	2. The UK is a democracy- true or false? 3. Parliament is made up of the House of Commons, the House of Lords and the monarch- true or false?	2. TRUE 3. TRUE
Challenge	4. Why might it be a bad thing not to check and challenge what the government does?	Improves decisions, improves and protects your rights, allows your voice to be heard

Knowledge needed for this lesson is highlighted

THE FOUR STONES 4 ACHIEVING TOGETHER

Enquiry Question : Who runs the United Kingdom?

Lesson focus: The difference between government and Parliament

By the end of the lesson, you will be able to:

- Describe the difference between government and Parliament.
- Explain how Parliament holds the government to account
- Explain why we need to hold the government to account

THE FOUR STONES 4 ACHIEVING TOGETHER

Ground rules!

- Classroom confidentiality
- Be mindful of others
- No judgement
- No personal questions/stories (use ‘my friend’, ‘I have heard...’)
- Use correct terminology and language

- Remember to use the questions box if being used in your lesson!

THE FOUR STONES 4 ACHIEVING TOGETHER

5 mins

Key Words

1. **Government (noun)**
2. **To hold someone to account (verb phrase)**

Definition	Example in sentence:
Government: the group of people or system that holds the authority to run a country. **To hold someone to account:** to make them accept responsibility for their actions, especially when things go wrong.	*The government hopes to bring in a law to ban mobile phones in schools.* *The courts hold people to account for their criminal behaviour.*

Write this term and definition into your books and then read your example sentences

THE FOUR STONES 4 ACHIEVING TOGETHER

5 mins

Re-cap

What is Parliament?

Parliament is made up of three parts:

1. The House of Commons (MPs)
2. The House of Lords
3. The monarch (the King)

There are four main functions of Parliament:

1. Check and challenge the work of the government (**scrutiny**)
2. Make and change laws (**legislation**)
3. Debate the important issues of the day (**debating**)
4. Check and approve government spending (**budget/taxes**)

Learn the key terms. Test each other in pairs

THE FOUR STONES 4 ACHIEVING TOGETHER

5 mins

MWB Learning check

What are the 4 main functions of Parliament?:

1. S_____ = Check and challenge the work of the government
2. L_____ = Make and change laws
3. D_____ = Debate the important issues of the day
4. B_____/ t_____ = Check and approve government spending

THE FOUR STONES 4 ACHIEVING TOGETHER

5 mins

MWB Learning check

What are the 4 main functions of Parliament?:

1. Scrutiny = Check and challenge the work of the government
2. Legislation = Make and change laws
3. Debating = Debate the important issues of the day
4. Budget/ taxes = Check and approve government spending

THE FOUR STONES 4 ACHIEVING TOGETHER

What is government?

Choose your top 3 facts from the video and then be ready to share!

THE FOUR STONES 4 ACHIEVING TOGETHER

Understanding Check : Quiz

5 mins

1. What is the main purpose of Prime Minister's Questions and Ministerial Questions?
   a) To elect a new Prime Minister b) To challenge and question Government policies c) To create new laws

2. Through whom can MPs and Lords share the views of the public during debates?
   a) Their constituents and the public b) Foreign governments c) Only other MPs

3 . What do Select Committees do?
   a) Organise general elections b) Approve all Government spending c) Analyse and scrutinise policy

4. Who can be called to give evidence to a Select Committee inquiry?
   a) Witnesses with expertise b) Only Government ministers c) Only Members of Parliament

5. What happens at the end of a Select Committee inquiry?
   a) The committee is dissolved immediately b) A report is written with recommendations for the Government
   c) Parliament automatically changes the law

THE FOUR STONES 4 ACHIEVING TOGETHER

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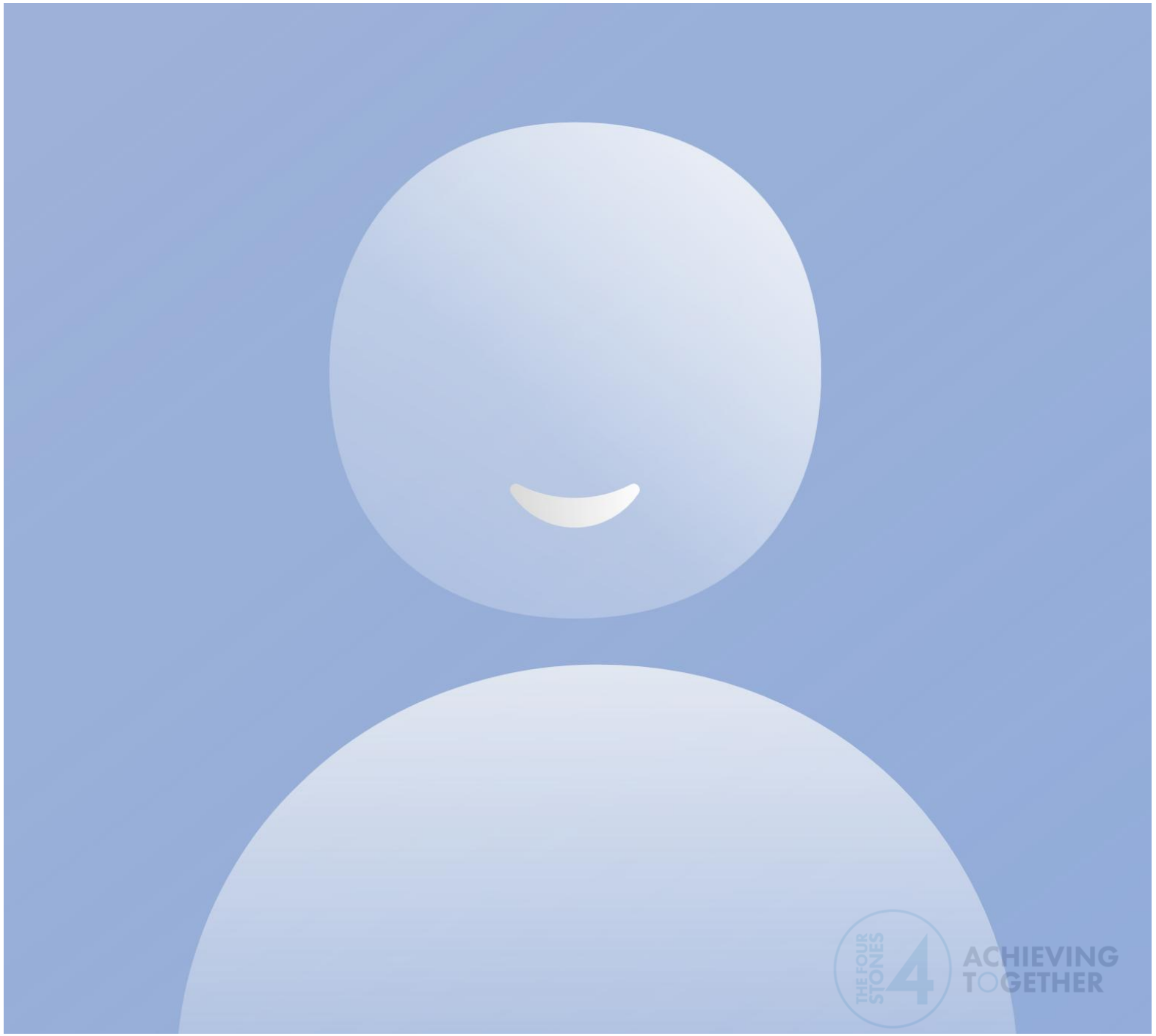
THE FOUR STONES 4 ACHIEVING TOGETHER

Reading:

A Prime Minister is always the leader of the biggest party.

The Cabinet are all the people who run the country for the Prime Minister.



Reading : Understanding Check
True or false?

5 mins

1. The government and Parliament are the same.
2. The government is led by the monarch.
3. Debating can be used to check the work of the government.
4. The Cabinet is made up of senior MPs.
5. The government cannot respond to challenges.

THE FOUR STONES 4 ACHIEVING TOGETHER

Reading : Understanding Check
True or false?

5 mins

1. The government and Parliament are the same. **False. The government runs the country, whereas Parliament holds the government to account.**
2. The government is led by the monarch. **False. The government is led by the PM.**
3. Debating can be used to check the work of the government. **True**
4. The Cabinet is made up of senior MPs. **True**
5. The government cannot respond to challenges. **False. The government can respond to challenges.**

THE FOUR STONES 4 ACHIEVING TOGETHER

Why do we need to hold the government to account?

5 mins

Turn and talk

Why do we need to hold the government to account for their actions?

You have 2 minutes thinking time and them 3 minutes to swap your ideas.

THE FOUR STONES 4 ACHIEVING TOGETHER

5 mins

MWB Write down your shared ideas on your whiteboard. Be prepared to feedback your thoughts.

Why do we need to hold the government to account for their actions?

THE FOUR STONES 4 ACHIEVING TOGETHER

5 mins

Summary : add any ideas you did not think of.

To make sure the government is acting within the law

To check how money (taxes) is being spent

Why do we need to hold the government to account for their actions?

The government is not above the law, and therefore must be accountable

To check the government is making decisions in our best interests

To build people's trust and confidence in the government

How many of these points did you get?

THE FOUR STONES 4 ACHIEVING TOGETHER

Deliberate Practice

15 mins

Write a single paragraph in answer to this question:

Q. Why do we need to hold the government to account for their actions?

We need to hold the government to account for several reasons.
Firstly,….

In addition,…

Also,…

Finally,…

THE FOUR STONES 4 ACHIEVING TOGETHER

Learning Activity

5 mins

Draw a simple grid. Put the words/phrases into the correct column.

Parliament	Government

Checks and challenges	Some MPs	Chosen by the Prime Minister PM
Passes laws	All MPs	Monarch
Cabinet	Debates	Runs the country
Committees	Responds to challenges	

THE FOUR STONES 4 ACHIEVING TOGETHER

5 mins

Tick and fix your answers.

Parliament	Government
Checks and challenges	Some MPs
Passes laws	Chosen by the Prime Minister
All MPs	PM
Monarch	Cabinet
Debates	Runs the country
Committees	Responds to challenges

THE FOUR STONES 4 ACHIEVING TOGETHER

Signposting for support or help

- You can access support at home, and both in school (e.g. through their form tutor, head of year or school nurse) and out of school, through local and national organisations.
- Look for staff with a green lanyard, they are Mental Health First Aiders
- Remember you can use the SHARP system to report any worries or concerns.
- External organisations that could help you or develop your understanding are:
- Childline
- www.Gov.uk and www.parliament.uk

THE FOUR STONES 4 ACHIEVING TOGETHER

Plenary Test

5 mins

Write numbers 1 – 5 and say if the statement is T (true) or F (false)

1. The UK is a democracy.
2. Parliament is made up of the House of Commons, the House of Lords and the monarch.
3. MPs are elected, and sit in The House of Lords.
4. The monarch gives royal assent to make laws official.
5. Only The House of Commons checks and challenges the government.

Challenge → Correct the false statements

Remember to draw a box around your answer using a highlighter so I can check it.

THE FOUR STONES 4 ACHIEVING TOGETHER

Plenary Test

5 mins

Write numbers 1 – 5 and say if the statement is T (true) or F (false)

1. The UK is a democracy. T
2. Parliament is made up of the House of Commons, the House of Lords and the monarch. T
3. MPs are elected, and sit in The House of Lords. F- House Of Commons
4. The monarch gives royal assent to make laws official. T
5. Only The House of Commons checks and challenges the government. F- also through investigative committees

Challenge → Correct the false statements

Remember to draw a box around your answer using a highlighter so I can check it.

THE FOUR STONES 4 ACHIEVING TOGETHER

Monday, 21 September 2026

5 mins

Title =How does the story of Job explain suffering? to explore the story or Job as a theodicy

Focus	Questions	Support
Current	1. What are religious responses to the Problem of Evil called? 2. What sort of evil did Adam and Eve do in the Garden of evil? 3. What is free will?	1. Last lesson 2. M_____ E_____ 3. Last lesson
Previous	4. Which 'omni' word means all powerful?	4. First lesson this half term
Challenge	5. What can you remember about Job?	5. Autumn Term – lesson on Christianity and Happiness

Knowledge needed for this lesson is highlighted

Monday, 21 September 2026

5 mins

Title = How does the story of Job explain suffering? to explore the story or Job as a theodicy

Focus	Questions	Answers
Current	1. What are religious responses to the Problem of Evil called? 2. What sort of evil did Adam and Eve do in the Garden of evil? 3. What is free will?	1. Theodicies / Theodicy 2. Moral Evil 3. The ability to make completely free choices
Previous	4. Which 'omni' word means all powerful?	4. omnipotent
Challenge	5. What can you remember about Job?	5. Old Testament Story, God permitted the devil to do anything to Job, he lost a lot of his life… and more!

Knowledge needed for this lesson is highlighted

Lesson focus: to explore the story or Job as a theodicy

By the end of the lesson, you will:

- **Understand how the story of Job explains evil and suffering (theodicy)**
- **Reflect on how God is shown in the story**
- **Consider your own opinions on the story**

Lesson notice!

Remember: This topic is an RE topic.

Ground rules!

- Classroom confidentiality
- Be mindful of others
- No judgement
- No personal questions/stories (use ‘my friend’, ‘I have heard...’)
- Use correct terminology and language

- Remember to use the questions box!

5 mins

Key Words

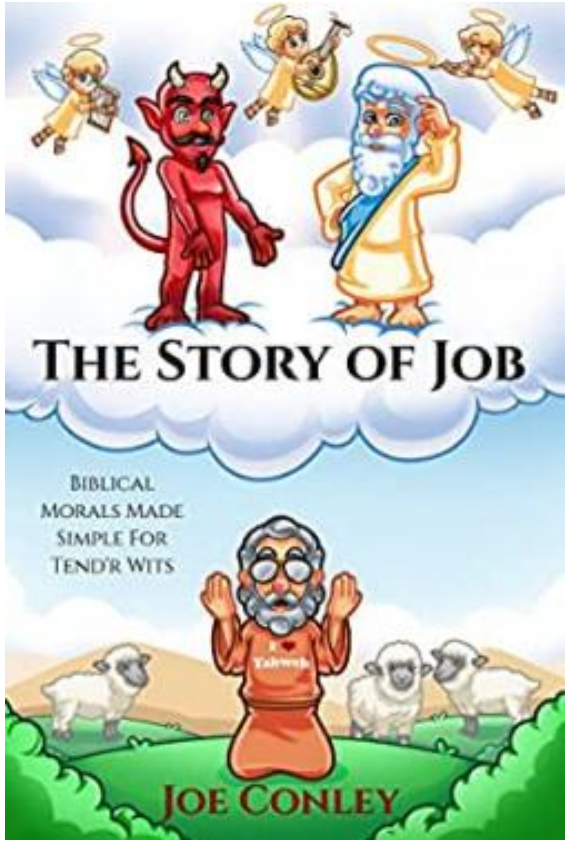
Righteous (adjective) - Morally right, doing the right thing and not sinning. **Just (adjective)** – fair and right *Copy the definitions into your book* ***"I say… you say…"***	**Example in sentence:** Job was seen as a righteous person. God is a just God, because God is fair.

RECAP:
Theodicy – argument that shows that God can exist as well as evil existing

5 mins

Recall: What can you remember about the story of Job?

- Turn and Talk and then put your ideas on your MWB!



Did you say…

- Job had a good life, wife, children lots of animals.
- God allowed the Devil to do anything he wanted to Job but not to kill him, because God knew Job would not curse his name.
- Job lost everything.
- He questioned God
- He never lost his faith.

5 mins

What does the story of Job teach about suffering?

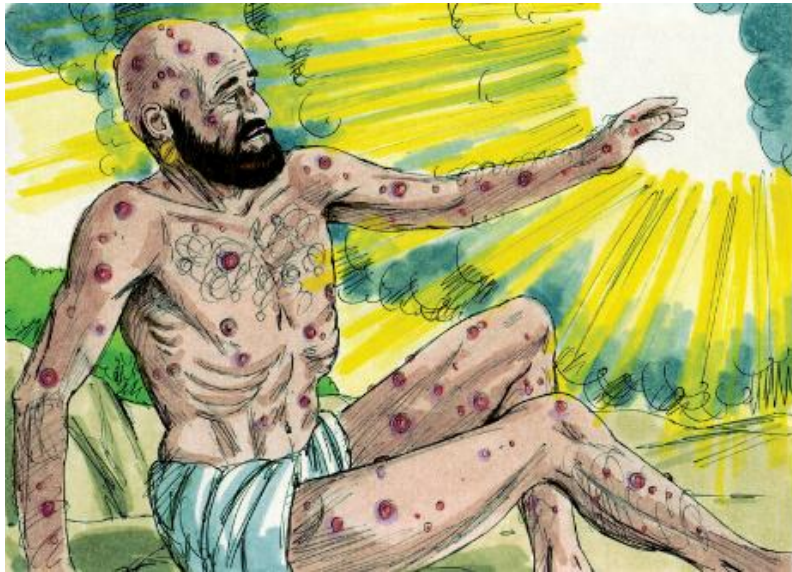
The Story of Job

You will watch two clips. This first clip gives you a recap of the story.

1. https://www.youtube.com/watch?v=WisOPTRoM5U (2 mins 30s)

MWB Task:

1. How would you react if you were Job?
2. Does Job lose his faith in God?



15 mins

What does the story of Job teach about suffering?

https://www.youtube.com/watch?v=GswSg2ohqmA (watch up to 6.17 mins)

This second clip is longer and much trickier– we will pause as we go, listen carefully!

Make notes on these questions as you watch:

1. Job is righteous – but what happens to him?
2. How is God shown in this story (each omni word)
3. How does God explain why Job suffers?

Turn and Talk: What message might religious people today take from this story?

MWB Learning check

The story of Job is seen as another Theodicy. How does the story explain evil and suffering?

A. It is Job's fault he suffered, so it is people's fault today that they suffer
B. If you suffer you get rewarded like Job
C. If you suffer it is the devil's fault.
D. There are somethings in life that we cannot understand, and suffering is one of those things

5 mins

MWB Task

Does the story show God's omnipotence? How?

- God is the creator of everything

Does the story show God's omniscience? How?

- God knows Job will not curse him
- God has knowledge of the universe that humans will never have.

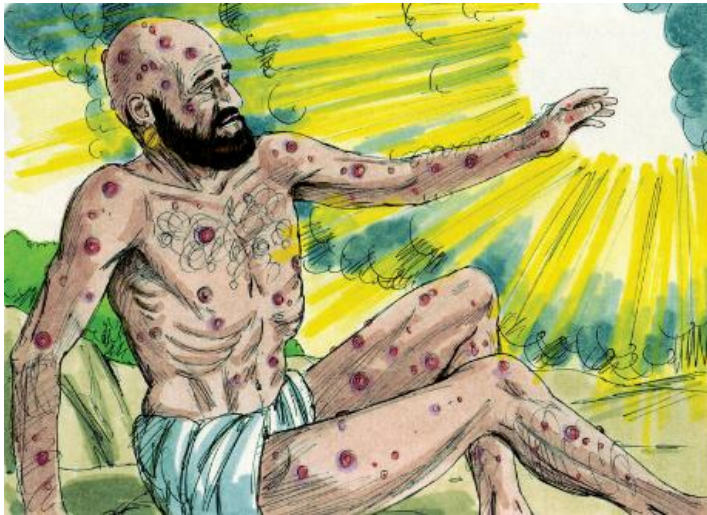
Does God show omnibenevolence? How?

- Loves all of creation
- Maybe some will say actions to Job were not loving

Extension: Turn and Talk

1. **How far do you agree with this theodicy? Are there somethings too great for humans to understand?**

2. **What do <u>you</u> think of God's actions in this story?**



10 mins

Deliberate Practice

1. **What suffering does Job experience?** *Job…*
2. **How does this story defend God and explain evil and suffering in the world?**

The story of Job tries to defend God and explain evil and suffering in the world because…. For example in the story…. This means that…..

3. Do you think that this theodicy offers a good explanation to the problem of evil? Why?

I think that…. I think this because…

4. What do <u>you</u> think of God's actions in this story? *I think…*

CHALLENGE: Do you think Job experience moral or natural evil?

Questions box

- Still have questions? I hope so…people have been asking questions of this story for thousands of years!

- Write your question on the sheet of paper and pop it in the Questions Box.

EXTENSION

10 mins

1. Use the Story of Job and create a piece of 'spirited art' reflecting on evil and suffering
2. Explain what you have drawn

My picture shows…. I chose to draw this because….

Job 38, where God questions Job

- Who shut up the sea behind doors
  when it burst forth from the womb,
  9 when I made the clouds its garment
  and wrapped it in thick darkness,

- Have you journeyed to the springs of the sea
  or walked in the recesses of the deep?

- Have the gates of death been shown to you?
  Have you seen the gates of the deepest darkness?

- Can you raise your voice to the clouds
  and cover yourself with a flood of water?
  35 Do you send the lightning bolts on their way?

Signposting for support or help

- You can access support at home, and both in school (e.g. through their form tutor, head of year or school nurse) and out of school, through local and national organisations.
- Look for staff with a green lanyard, they are Mental Health First Aiders
- Remember you can use the SHARP system to report any worries or concerns.
- External organisations that could help you are: childline, kooth, youngminds

5 mins

Focus: to explore the story or Job as a theodicy

Plenary Test

Write numbers 1 – 5 and say if the statement is T (true) or F (false)

1. Righteous means doing the right thing and not sinning
2. Job was punished for making bad decisions with his free will
3. The story of Job explains evil and suffering by saying humans can never truly understand nor should they question God.
4. God is not shown as omniscient in this story
5. 'Just' means to be unfair to someone

Challenge → Correct the false statements

Remember to draw a box around your answer using a highlighter so I can check it.

5 mins

Focus: to explore the story or Job as a theodicy

Plenary Test

-

Write numbers 1 – 5 and say if the statement is T (true) or F (false)

1. Righteous means doing the right thing and not sinning - T
2. Job was punished for making bad decisions with his free will - F
3. The story of Job explains evil and suffering by saying humans can never truly understand nor should they question God - T
4. God is not shown as omniscient in this story - F
5. 'Just' means to be unfair to someone - F

Challenge → Correct the false statements

Remember to draw a box around your answer using a highlighter so I can check it.

Monday, 21 September 2026

5 mins

Serious and organised crime = To explore the consequences to serious and organised crime

Focus	Questions	Support
Current	1. Why might a young person be coerced into doing something they don't want to?	Books
Previous	2. State two consequences of a young person drinking alcohol under 18 3. What is a role model? 4. Is sharing nude images of a person under 18 legal?	Books
Challenge	5. What is a consequence to being involved in serious and organised crimes?	Books

Knowledge needed for this lesson is highlighted

THE FOUR STONES 4 ACHIEVING TOGETHER

Monday, 21 September 2026

5 mins

Serious and organised crime = To explore the consequences to serious and organised crime

Focus	Questions	Answers
Current	1. Why might a young person be coerced into doing something they don't want to?	1. The are scared, flattered, worried they will get in trouble if they don't
Previous	2. State two consequences of a young person drinking alcohol under 18 3. What is a role model? 4. Is sharing nude images of a person under 18 legal?	2. Health risks, could be breaking the law, being sick, doing something they regret. 3. Someone you look up to 4. NO!
Challenge	5. What is a consequence to being involved in serious and organised crimes?	5. Let's find out more

Knowledge needed for this lesson is highlighted

THE FOUR STONES 4 ACHIEVING TOGETHER

Lesson focus: To explore the consequences to serious and organised crime

By the end of the lesson, you will:

- explain the reasons why some people might get involved in serious and organised crime
- describe the far-reaching consequences of getting involved in serious and organised crime
- explain the factors and strategies that can help people avoid, or get out of, serious and organised crime
- describe positive ways in which young people can make the most of their skills and abilities

THE FOUR STONES 4 ACHIEVING TOGETHER

Ground rules!

- Classroom confidentiality
- Be mindful of others
- No judgement
- No personal questions/stories (use ‘my friend’, ‘I have heard...’)
- Use correct terminology and language

- Remember to use the questions box!

THE FOUR STONES 4 ACHIEVING TOGETHER

5 mins

Key Term

Serious and organised crime

Definition	Example in sentence:
means when people plan, co-ordinate and commit serious offences, either as a group or part of a transnational network.	An example of a serious and organised crime is smuggling

THE FOUR STONES 4 ACHIEVING TOGETHER

5 mins

Key Words – recap, no need to write unless absent last lesson

Coerced (verb)

Definition	Example in sentence:
persuade (an unwilling person) to do something by using force or threats	Young people can be coerced by friends or family to get involved in serious and organised crime.

THE FOUR STONES 4 ACHIEVING TOGETHER

Two lists…

1. Write reasons people might want to join an organised crime gang (**internal** pressures coming from the person themselves).

2. Write what techniques might be used to recruit people into serious organised crime (**external** pressures from the criminals).

Challenge task: Why might organised crime groups want to recruit young people?

THE FOUR STONES 4 ACHIEVING TOGETHER

5 mins

Turn and Talk

Which pressures (internal or external) are harder to manage and why?

THE FOUR STONES 4 ACHIEVING TOGETHER

‘Year in the Life’ Class Reading

Discuss what pressures did this person face to participate in serious and organised crime as you read.

THE FOUNDATION 4 ACHIEVING TOGETHER

Class Feedback

Internal pressures

External pressures

Challenge: What skills and personal qualities is this person demonstrating and how might they be better used in preparing for a legitimate future career?

THE FOUR STONES 4 ACHIEVING TOGETHER

Consequences? Answer on MWB

- **Personal** = constant feeling of stress/fear, criminal record, being injured, knowing someone who has been murdered
- **Family and friends** = mother worried and feeling guilty, younger siblings afraid, drug addicts turning up at the house (putting younger children in danger)
- **Community** = visits from social workers and police, area feels more dangerous, school worried about truancy

THE FOUR STONES 4 ACHIEVING TOGETHER

1. At a very young age, this person deals with some very challenging situations. What skills and personal qualities is this person demonstrating and how might they be better used in preparing for a legitimate future career? **Answer on MWB**

- Responsibility and organisation (looking after younger siblings)
- Entrepreneurial (selling drugs)
- Resilience (in the face of challenging circumstances)
- Creative (telling lies to police and social workers)
- Hardworking (works harder to make up debt to gang)
- Problem solving (moving drug addicts away from home)
- Intelligent (teacher refers to wasted potential)

THE FOUR STONES 4 ACHIEVING TOGETHER

Choices…answer on MWB

1. What could they have chosen to do instead?
2. What might the positive consequences of making a different choice?
3. Who might have helped them move away from criminal activity?

Challenge Task: Reflect on why someone in a situation like this might find it challenging to accept help from others, and suggest ways they could overcome this.

THE FOUR STONES 4 ACHIEVING TOGETHER

Deliberate Practice: Answer the following questions

1. Why do people get involved with serious and organised crime?
2. What are the consequences of being involved?
3. How can someone get out of it?

4. Send a message:

Write a message to the character involved in serious and organised crime. Explain what the risks are of being involved in serious and organised crime and suggest what else someone could do with their skills and talents.

THE FOUR STONES 4 ACHIEVING TOGETHER

Extension:

Celebrating our community

Reflect on their local community and how it could be better able to resist the threat of serious and organised crime. Ask students to discuss or write answers to the following questions:

- What good things already exist in the local community that make the people living here feel proud? What events or places might young people want to be involved in (e.g. youth clubs, activity centres, parks, etc.)?
- What could be done in the local community to make the area safer and more positive for young people to live in? How could people who feel left out be more included in our community?

THE FOUR STONES 4 ACHIEVING TOGETHER

Signposting for support or help

- You can access support at home, and both in school (e.g. through their form tutor, head of year or school nurse) and out of school, through local and national organisations.
- Look for staff with a green lanyard, they are Mental Health First Aiders
- External organisations that could help you are:
- **Childline** – www.childline.org.uk Phone: 0800 1111
- **Victim support** – www.victimsupport.org.uk – for anyone who has experienced a crime
- **Crimestoppers** – www.crimestoppers-uk.org – to report a crime
- **Fearless** – www.fearless.org – to anonymously report a crime
- To call the police in an emergency – dial 999
- To report a non-urgent crime – dial 101

THE FOUR STONES 4 ACHIEVING TOGETHER

5 mins

Serious and Organised Crime – To explore the consequences to serious and organised crime

Plenary Test

Write numbers 1 – 5 and say if the statement is T (true) or F (false)

1. Serious and organised crime is when people work together to plan and conduct serious crimes like drug dealing.
2. Young people can be coerced so they can exploit them, they can be put at most risk (both in physical danger and being caught) to protect those further up the chain
3. Those that are involved in serious and organised crimes lack skills to help them get professional jobs
4. You can report a crime to crimestoppers
5. The only consequence to committing serious and organised crimes is getting a criminal record.

Challenge → Correct the false statements

Remember to draw a box around your answer using a highlighter so I can check it.

THE FOUR STONES 4 ACHIEVING TOGETHER

5 mins

Serious and Organised Crime – To explore the consequences to serious and organised crime

Plenary Test

Remember to draw a box around your answer using a highlighter so I can check it.

Write numbers 1 – 5 and say if the statement is T (true) or F (false)

1. Serious and organised crime is when people work together to plan and conduct serious crimes like drug dealing. (T)
2. Young people can be coerced so they can exploit them, they can be put at most risk (both in physical danger and being caught) to protect those further up the chain (T)
3. Those that are involved in serious and organised crimes lack skills to help them get professional jobs (F)
4. You can report a crime to crime stoppers or call 999 in an emergency (T)
5. The only consequence to committing serious and organised crimes is getting a criminal record. (F)

Challenge → Correct the false statements

THE FOUR STONES 4 ACHIEVING TOGETHER

Monday, 21 September 2026

5 mins

Title: Mental health and wellbeing throughout life - To learn how to manage emotions when encountering opportunities and challenges throughout life.

Focus	Questions	Support
Current	1. List 3 things that you enjoyed doing over the summer	

Knowledge needed for this lesson is highlighted

Monday, 21 September 2026

5 mins

Title: Mental health and wellbeing throughout life - To learn how to manage emotions when encountering opportunities and challenges throughout life.

Focus	Questions	Answers
Current	1. List 3 things that you enjoyed doing over the summer	Cold call for answers

Knowledge needed for this lesson is highlighted

New Topic: Health: Mental and physical health

Overview of lessons:

- Mental health and wellbeing
- Managing distractions
- Changing thinking
- Stress and Tension
- The connection between mental health and substances and gambling

Lesson focus: To learn how to manage emotions when encountering opportunities and challenges throughout life.

By the end of the lesson, you will:

- explain how new opportunities and challenges might make someone feel throughout their life
- Consider the role of the brain when managing our emotions
- Explore a range of healthy coping strategies to help manage change in life.

Ground rules!

- Classroom confidentiality
- Be mindful of others
- No judgement
- No personal questions/stories (use ‘my friend’, ‘I have heard…’)
- Use correct terminology and language

- Remember to use the questions box if being used in your lesson!

5 mins

Key Words

emotions (noun)

Definition	Example in sentence:
automatic, physical, and mental reactions that help us respond to what is happening around us.	Emotions are your body's built-in alert system—like a fast-track way to tell you how to stay safe or interact with others

Write this term and definition into your books and read the sentence

5 mins

Starter: Changes and challenges

What life changes, opportunities and challenges might someone experience in the age range your pair has chosen?

12-16
16-19
19-25
25-35
35-45
45-60
60+

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5 mins

Changes and challenges – the emotions

Turn and talk, then list: Choose one of the life changes your pair has discussed and list the emotions might someone feel while experiencing this change?

contentment

nervousness

excitement

sadness

Turn and Talk: Do you think some emotions use up more of your energy than others?

Did you say:

Sadness and **contentment** can be low-energy emotions.

Sadness can be unpleasant and feel heavy or draining.

Contentment feels more pleasant, and someone might feel their muscles relax and have a steady heart rate.

5 mins

Sub-title: Strategies for managing emotions

It's important to try different strategies to find what works

TASK: Class reading of the strategies menu on your sheet (lower half of the sheet)

Strategies menu

Naming the emotion Naming the feelings or emotions felt. This can make emotions feel less overwhelming and easier to manage.	Pausing Taking a moment before deciding what to do next. This can help with thinking clearly before acting.	Doing an enjoyable activity Doing something fun or exciting to take someone's mind off from what is upsetting.
Absorbing activities Doing activities that use the senses, like listening to music or drawing. This can help to relax, distract from, and manage worries.	Breathing Taking slow breaths. This can slow the heart rate and help someone to feel calm.	Progressive muscle relaxation Squeezing and relaxing muscles one group at a time, from the head down to the feet. This can release tension and bring a sense of calm.
Watching thoughts Imagining thoughts as leaves on a stream or clouds in the sky, letting them go or watching them float away. This can create space from difficult thoughts.	Reappraising Thinking differently about a situation, looking at it from a new, helpful angle. This can help someone to feel more in control and support pleasant feelings.	Seeking support Talking to a trusted adult, like a teacher. Finding support services, like online services such as Childline.

10 mins on next 4 slides

How our brains work with emotions

It's normal to feel a mix of emotions during life changes, like feeling excited and nervous at the same time.

The brain reacts to change too.

The **amygdala** helps spot potential threats, which can make emotions feel more intense.

Noticing and naming emotions helps us understand how we're feeling and choose how to respond.

This helps with recognising emotions using the **anterior cingulate cortex (ACC)** and **insula**.

It also helps the **pre-frontal cortex (PFC)** to help regulate emotions and make decisions.

In your books make a note of what the following parts of the brain do:

1. Amygdala
2. Anterior cingulate cortex (ACC) and insula
3. Pre-frontal cortex (PFC)

Strategies build connections

This is like creating a "desire path" in the brain.

A desire path is a shortcut made over time when people walk the same route again and again. The path becomes clearer the more its used.

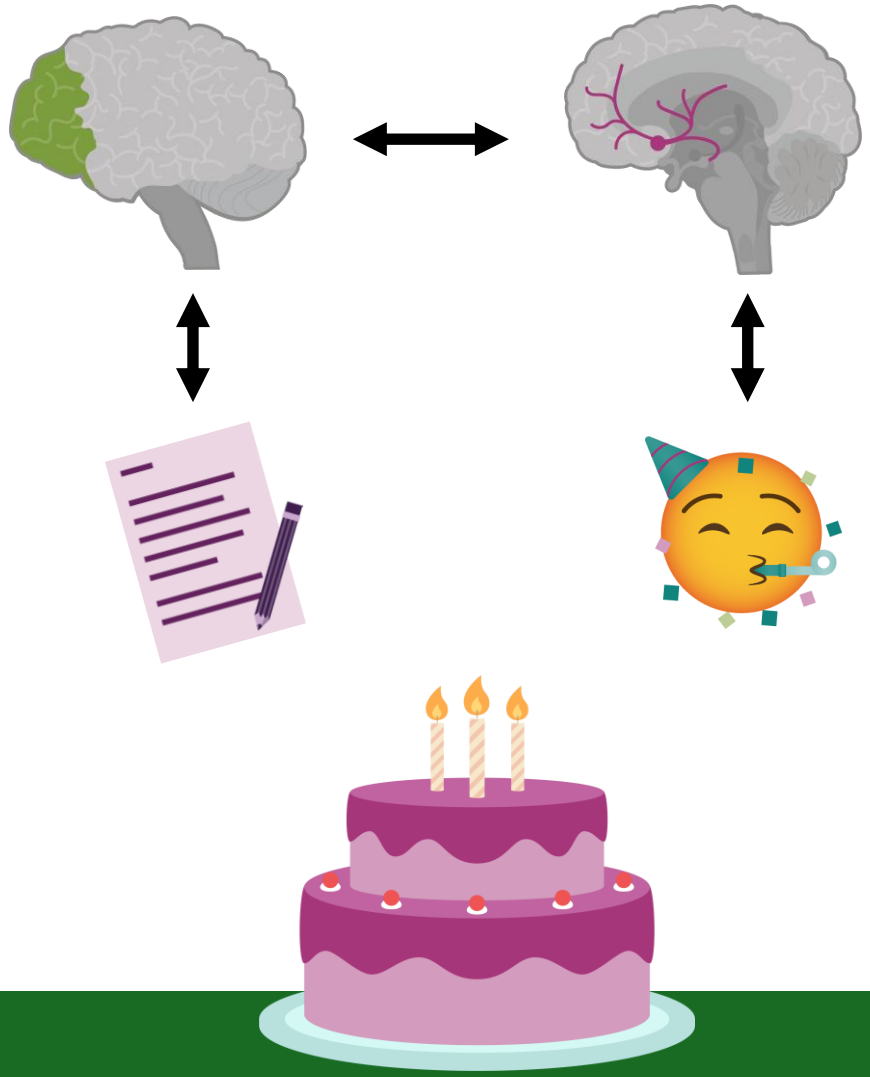
The more someone practices healthy coping strategies, the more the connection that helps to manage strong emotions is strengthened.

Strategies build connections

The **PFC** helps us to plan, focus and problem solve. Strengthening the **PFC** would help them to overcome challenges and frustrations.

When someone does something they enjoy, the **reward network** creates a positive feeling, which motivates the **reward network** and **PFC** to repeat it in future.

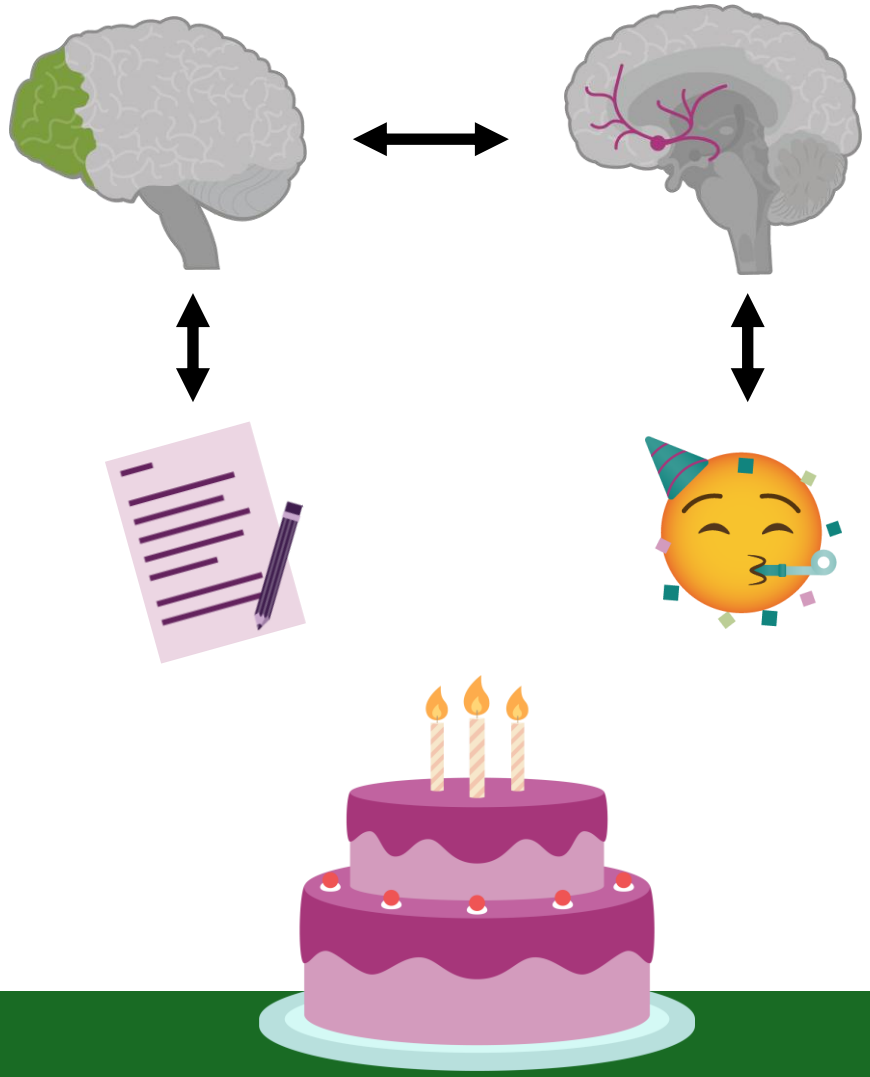
If someone enjoys baking, for example, the **reward network** would help them to get pleasure from baking a cake and feel motivated to do so.



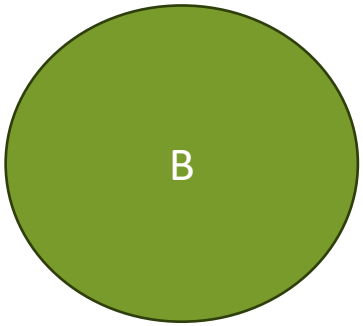
Strategies build connections

In the case of healthy coping strategies, strengthening the connection between the reward network and PFC helps us to:

- feel motivated to use strategies that have worked well for us in the past.
- decide on, and plan, how to use these strategies more easily, the more often we practise them.
- **KEY LEARNING:** There are connections in the brain that support wellbeing can be strengthened over time.



MWB Learning check



Which of the following is NOT true.

A. Connections in the brain that support wellbeing can be strengthened over time.
B. The brain has nothing to do with managing emotions
C. Consistent use of healthy strategies strengthens the connection between the PFC and the amygdala
D. Practicing healthy strategies makes it making it easier for your brain to manage strong emotions

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10 mins

Deliberate Practice

Read **both** of the scenarios on the top of your sheet and using the sentence starters, respond in detail into your books

Choose one of the scenarios:

I've just started college, and I don't know anyone yet. The lessons feel different from my last school, and I'm struggling to keep up. I feel like everyone else already has friends from school here with them, but I'm on my own, and I'm not sure how to settle in.	We've got a couple of new people in our form group and we got along really well when they're joined. But I think my friends might like them more than they like me – they invite them everywhere! I'm not really sure what to do about it.

Give advice using the sentence starters below, and strategies from the menu:

- You might be feeling...
- You might also feel...
- Have you tried... (choose one or two strategies below)
- These might help because...
- You could talk to...

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Extension: More change scenarios

I'm living on my own for the first time, and it's much harder than I thought. There's so much to sort out... bills, food, cleaning... and I feel like I should know what I'm doing, but I don't.

I've been in the same job for ages, and now I have to retrain for a completely different role. I feel like I should be able to handle it, but it's just something completely new isn't it?

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5 mins

MWB: Final learning check

Please help!

I've just started my GCSEs, and I'm finding them much harder than key stage 3. In some lessons I feel lost, while others seem to keep up.

We had our first practice assessments in Maths and History, and I'm not happy with how I did. It's making me doubt whether I can do well, and I'm not sure what to do.

EXT 2: Shifting focus

Different healthy coping strategies work for different people, so it's important to try different approaches, see what works, and adjust over time as emotional needs change.

The brain also responds differently depending on focus.

Focusing on opportunities activates the **reward network**, building motivation and optimism.

Focusing on challenges activates the **amygdala**, making difficulties feel bigger.

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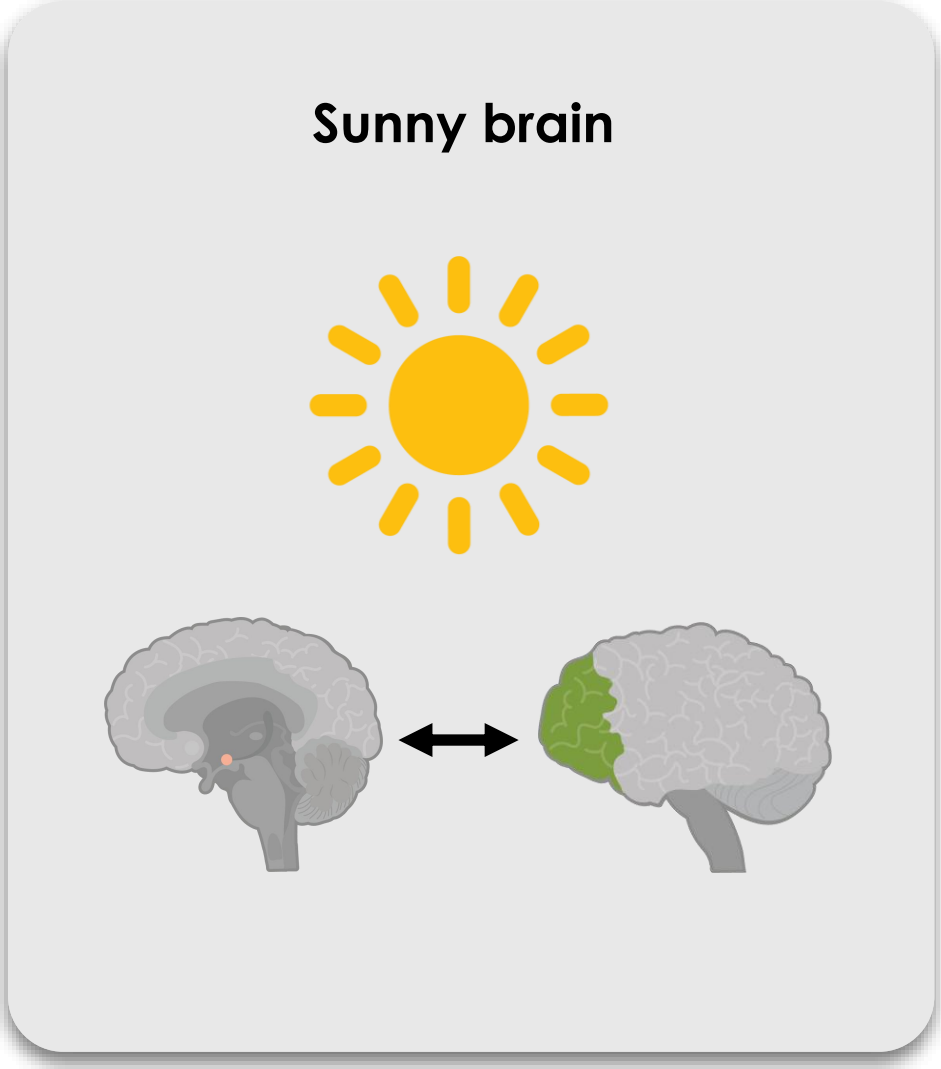
Rainy brains and sunny brains

With a **"rainy brain"** the **amygdala** is more active and less connected to the **PFC**, managing emotions and uncertainty feels harder.

Practicing healthy coping nurtures the connections in the brain to help develop a **sunny brain**.

Stronger connections to the amygdala and reward system make it easier for the **PFC** to both:

- calm strong emotions.
- plan and make decisions about important activities.



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EXT 3: Reflection

Practicing healthy coping strategies can help strengthen connections in the brain, and develop a “sunny brain”.

Which strategies from today’s lesson do you think would be most useful for you when managing change in the future?

Key Takeaways

- Regularly practising healthy coping strategies supports both immediate and long-term wellbeing.
- There are connections in the brain that support wellbeing and they can be strengthened over time.

Signposting for support or help

- You can access support at home, and both in school (e.g. through their form tutor, head of year or school nurse) and out of school, through local and national organisations.
- Look for staff with a green lanyard, they are Mental Health First Aiders
- Remember you can use the SHARP system to report any worries or concerns.
- External organisations that could help you are:

- visit Childline www.childline.org.uk; 0800 1111
- visit YoungMinds www.youngminds.org.uk

5 mins

Lesson focus: To learn how to manage emotions when encountering opportunities and challenges throughout life.

Plenary Test

Write numbers 1 – 5 and say if the statement is T (true) or F (false)

1. Change throughout life is inevitable
2. There are connections in the brain that support wellbeing and they can be strengthened over time.
3. All helpful strategies will work for all people
4. All emotions always take up the same amount of energy
5. Examples of helpful strategies are: taking slow breaths, naming the emotion, watching your thoughts.

Challenge → Correct the false statements

Remember to draw a box around your answer using a highlighter so I can check it.

5 mins

Lesson focus: To learn how to manage emotions when encountering opportunities and challenges throughout life.

Plenary Test ANSWERS

1. Change throughout life is inevitable - T
2. There are connections in the brain that support wellbeing and they can be strengthened over time. - T
3. All helpful strategies will work for all people – F, you need to try different strategies and find out what works for you
4. All emotions always take up the same amount of energy – F, it varies based on the situation
5. Examples of helpful strategies are: taking slow breaths, naming the emotion, watching your thoughts. - T

Remember to draw a box around your answer using a highlighter so I can check it.

Monday, 21 September 2026

5 mins

Title: Introduction to Moral Philosophy and Ethics – to consider what is right and what is wrong?

Focus	Questions	Support
Current	Have you ever considered how we know the difference between what is right and wrong? Yes / No. Have you chosen your career path for next year yet? Yes/No. If yes – what are you thinking you will do?	Your own views
Previous	How many stages are there to the menopause? What could a woman use to help track/manage her periods?	Last term
Challenge	What helps us make decisions?	Think about the decisions you have made today, how did you know what to do?

Knowledge needed for this lesson is highlighted

Monday, 21 September 2026

5 mins

Introduction to Moral Philosophy and Ethics – to consider what is right and what is wrong?

Focus	Questions	Answers
Current	Have you ever considered how we know the difference between what is right and wrong? Yes / No. Have you chosen your career path for next year yet? Yes/No. If yes – what are you thinking you will do?	Cold call for answers
Previous	How many stages are there to the menopause? What could a woman use to help track/manage her periods?	perimenopause, menopause, post-menopause Use a period tracker app
Challenge	What helps us make decisions?	Cold call for answers

Knowledge needed for this lesson is highlighted

Lesson focus: to consider what is right and what is wrong?

By the end of the lesson, you will:

- Give a reason for what you think would be the right thing to do in different situations.
- Explain the difference between absolutism and relativism.
- Suggest some of the strengths and limitations of absolutism and relativism as ethical approaches.

This term gives you an idea of what religion, philosophy and Ethics would be like at A-level!

Ground rules!

- Classroom confidentiality
- Be mindful of others
- No judgement
- No personal questions/stories (use ‘my friend’, ‘I have heard...’)
- Use correct terminology and language

- Remember to use the questions box if being used in your lesson!

5 mins

Key Words

Ethics (noun)

Definition	Example in sentence:
A system of moral principles which helps people to decide what is the right thing to do in any situation. **Write this term and definition into your books**	• We will study 4 types of theories about ethics: Utilitarianism, Kantian Ethics, Situation Ethics and Natural Law.

Etymology

Greek- "ethos"= science of what is (morally) right

What do you think is the right thing to do?

(4mins 51s)

10 mins

What do you think is the right thing to do?

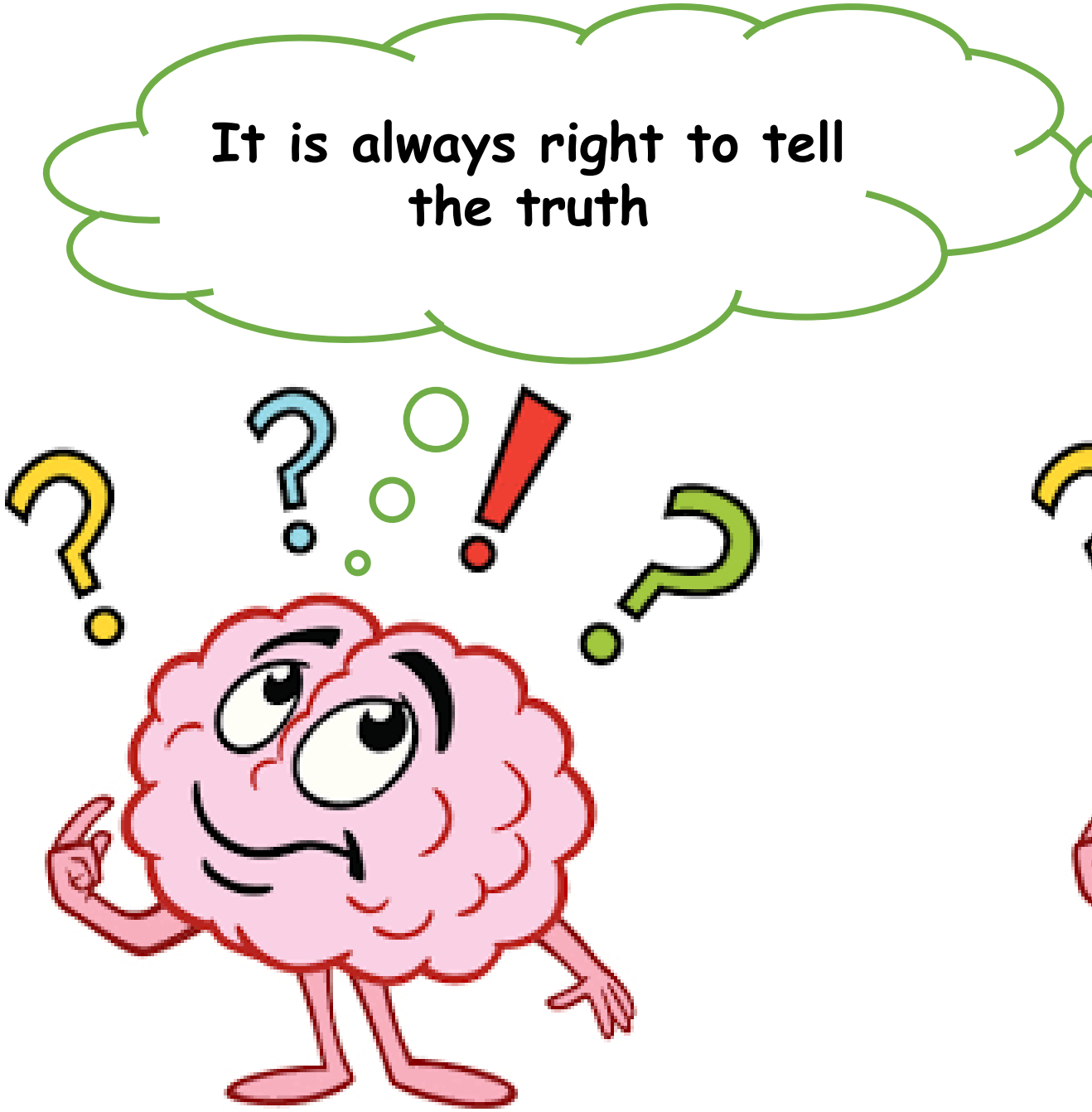
- There are 2 ships – one carrying civilians and one carrying prisoners.
- Each boat has been given a detonator which can blow the other boat up.
- They have been told if anyone tries to escape, everyone will die.
- They have been told that if no one blows up the other boat then at midnight, everyone will die.

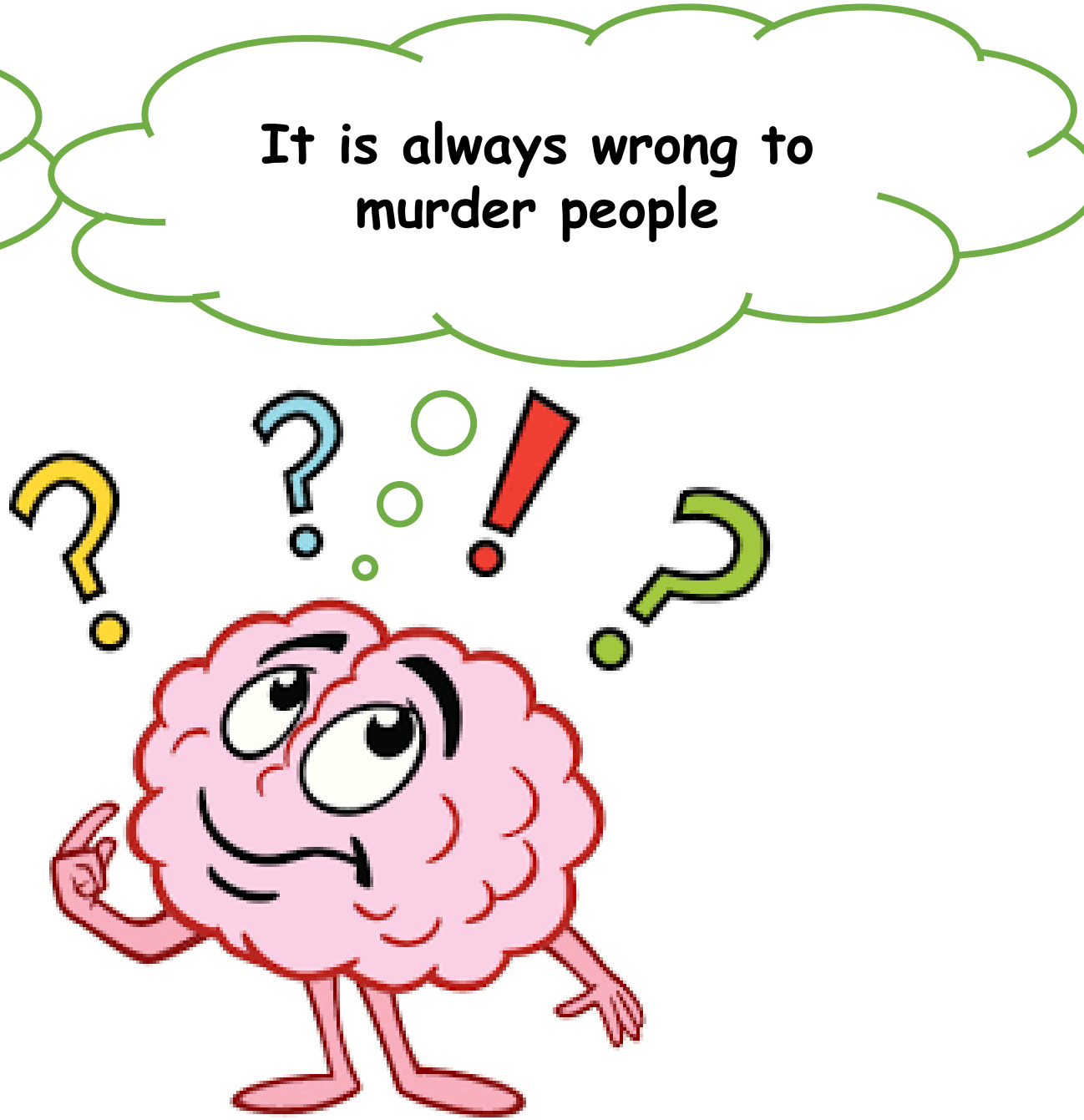
15 mins

ETHICS

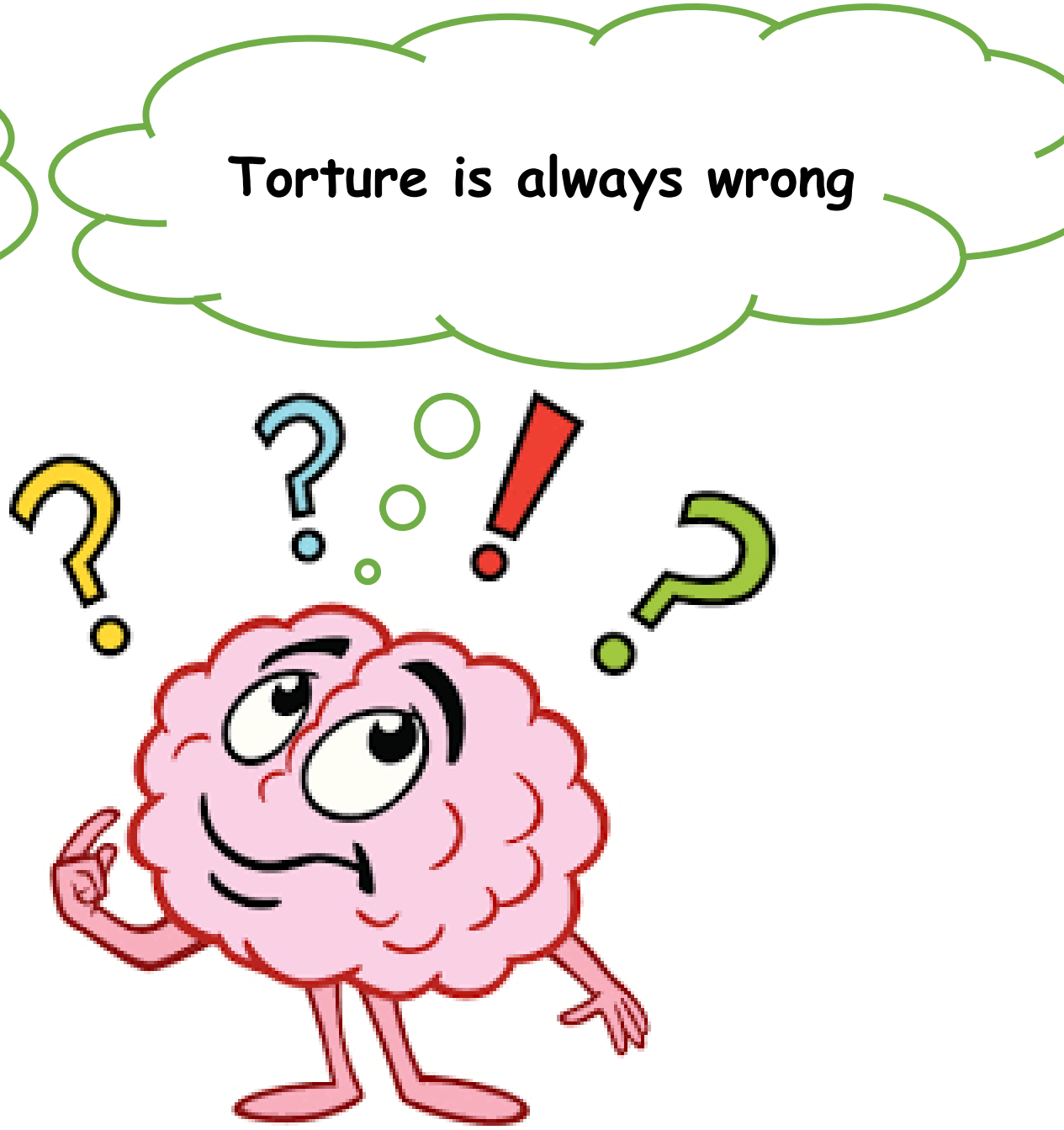
- Ethical principles are used every day by every person, we might just not be aware of it! They are used to make decisions in businesses, in parliament, in war, in medicine, parenting, in friendships. The value of ethical principles in decision making must not be underestimated! One thing that AI cannot do – make ethical decisions, so jobs within the ethics of AI are vastly increasing!

- **YOUR TASK-**
- You are going to be shown some statements.
- You should discuss and debate these with your partner. Each one will be on the board for 1 minute and feedback taken after each one.


It is always right to tell the truth


It is always wrong to murder people

We should respect the views of everyone


Torture is always wrong

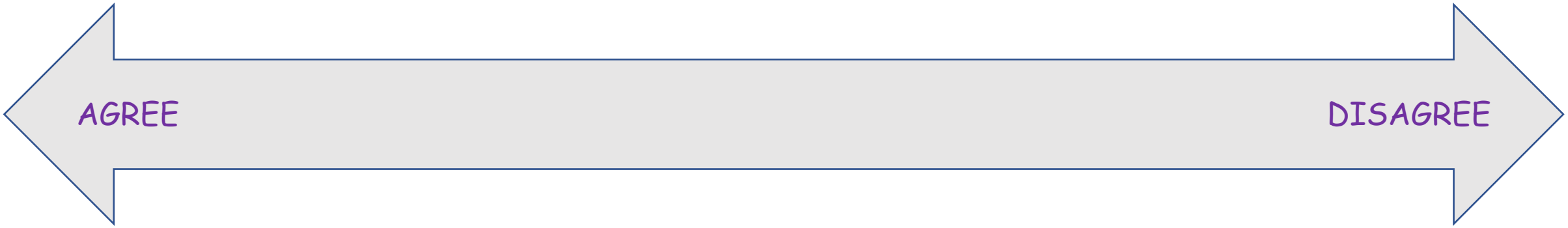
5 mins

YOUR TASK- Justify

1. Decide where along the agree or disagree continuum you would place each of the statements (Put a number to show where you are putting each statement).

2. Pick 2 of the statements and give a reason for why you have put them where you have.

Lesson 1 – Introduction to Moral Philosophy



STATEMENTS-

1- It is always right to tell the truth /2- It is always wrong to murder people/ 3- Grown up children should always take care of their elderly parents/ 4- Everyone should be treated in the same way/ 5- It is always wrong to steal/ 6- Everyone should be allowed to do what they want/ 7- We should respect the views of everyone/ 8- Torture is always wrong/ 9- If someone is married, they shouldn't kiss anyone else romantically

Are you an absolutist or a relativist?

- Absolutism: You always have the same moral outlook, regardless of the situation.

- Relativism: Each situation is different and you act accordingly to get the better outcome.

WHAT WOULD ABSOLUTISM LOOK LIKE ON THE CONTINUUM?

WHAT WOULD RELATIVISM LOOK LIKE ON THE CONTINUUM?

5 mins

MWB: Learning check

IS THIS STUDENT AN ABSOLUTIST OR A RELATIVIST?

AGREE ⟷ DISAGREE

1/ 2/ 3
4/ 5/ 6/
7/8/ 9

STATEMENTS-

1- It is always right to tell the truth /2- It is always wrong to murder people/ 3- Grown up children should always take care of their elderly parents/ 4- Everyone should be treated in the same way/ 5- It is always wrong to steal/ 6- Everyone should be allowed to do what they want/ 7- We should respect the views of everyone/ 8- Torture is always wrong/ 9- If someone is married, they shouldn't kiss anyone else romantically

5 mins

ABSOLUTISM VS RELATIVISM?

You are left in a room with a baby for 10 minutes and you are told that this baby will grow up to be Hitler, who will kill millions. You know you will not get caught if you kill this baby.

What would you do? Would/could you kill a baby even if you knew it would save millions? What is the right thing to do?

Turn and Talk:
WHICH APPROACH TO ETHICS IS THE BEST AND WHY?

- Absolutism: You always have the same moral outlook, regardless of the situation.

- Relativism: Each situation is different and you act accordingly to get the better outcome.

Extension: Are you an absolutist or a relativist?

- Absolutism: You always have the same moral outlook, regardless of the situation.

- Relativism: Each situation is different, and you act accordingly to get the better outcome.

YOUR TASK-

- Explain if you think you are an absolutist or a relativist and why.

Key Learning

- The definitions of absolutism and relativism are:
- Absolutism: You always have the same moral outlook, regardless of the situation.
- Relativism: Each situation is different and you act accordingly to get the better outcome.

Signposting for support or help

- You can access support at home, and both in school (e.g. through their form tutor, head of year or school nurse) and out of school, through local and national organisations.
- Look for staff with a green lanyard, they are Mental Health First Aiders
- Remember you can use the SHARP system to report any worries or concerns.
- External organisations that could help you are:

Childline

Youn Minds

Shout

5 mins

Lesson focus: to consider what is right and what is wrong?

-

Plenary Test

Write numbers 1 – 5 and say if the statement is T (true) or F (false)

1. Ethics are a system of moral principles which helps people to decide what is the right thing to do.
2. Absolute ethics means you have the same moral outlook regardless of the situation
3. Relative ethics means you are related to the person who is making decisions
4. We use ethical principles every day, even if we don't realise
5. AI cannot make decisions like people can.

Challenge → Correct the false statements

Remember to draw a box around your answer using a highlighter so I can check it.

5 mins

Lesson focus: to consider what is right and what is wrong? -

Plenary Test ANSWERS

Write numbers 1 – 5 and say if the statement is T (true) or F (false)

1. Ethics are a system of moral principles which helps people to decide what is the right thing to do. - T
2. Absolute ethics means you have the same moral outlook regardless of the situation - T
3. Relative ethics means you are related to the person who is making decisions, F – it means you make decisions based on the situation
4. We use ethical principles every day, even if we don't realise - T
5. AI cannot make decisions like people can - T

Remember to draw a box around your answer using a highlighter so I can check it.

Challenge → Correct the false statements