

Ethics

Mission Statement

Ethics is a combination of PSHE and Religious Education. Both of these at Ratton are an integral part of our student curriculum. Ethics is taught by a specialist team who are aware of the importance good quality PSHE and Religious Education plays in young people's development.

Year 9

Module Title	Module Overview
Strange but true?	<p>Students will explore different ideas and aspects of the 'Paranormal'. This module will introduce students to differing perspectives on the afterlife. It will also explore some religious ideas about the future and what happens when we die.</p> <p>Students will be able to express differing opinions on the topics, and will be able to give their own points of view. This module will enable students to think and write critically, developing their persuasive writing skills. They will be able to compare religious and non-religious perspectives to reflect on their own opinions on the subjects studied.</p>
Moral dilemmas. What would you do?	<p>Students will explore philosophical topics such as moral dilemmas, the death penalty, abortion, and violence in the media. They will analyse different perspectives on these contemporary issues in order to help form their own justified opinion.</p> <p>Students will develop their ability to work in groups. To voice and argue their opinion respecting other students perspectives. Students will develop their ability to solve problems both independently and as part of a group.</p>
PSHE Healthy body, healthy mind. Part 1.	<p>Students will learn about the effects of coming into contact with particular drugs. For example, smoking and alcohol. They will look at why people their age get involved in drugs and alcohol and the potential short-term and long-term effects of doing so.</p> <p>Students will develop their literacy skills through studying some specific case studies around the topic area. Work in groups to establish the reasons why individuals are involved with drugs and alcohol. To weigh up relevant examples in society (Amy Winehouse) in order to determine impact this could have on her teenage fans. Students will recognise that peer pressure is a factor and distinguish a clear method of removing themselves from that situation. Students will develop confidence to make their own decision.</p>
Islam. What do Muslims believe?	<p>Students will learn about the religious text, traditions and social customs of Islam.</p>

	<p>They will study the five pillars of Islam and reflect on the difference these make to a Muslim's life. They will consider the importance of religious texts and figures as well as worship and will be able to identify how these beliefs shape modern Islam.</p>
<p>PSHE Preparation for pathways. What do you want to do in the future?</p>	<p>Students will be guided through Year 9 pathway options. In the process they will look at potential jobs for the future and identify a particular skillset which will allow them to fulfil their expectations.</p> <p>Students will then decide on their options to pick for GCSE's to allow them access to further education.</p>
<p>Activists. What do you care about?</p>	<p>Students will learn about the role of religious activists. They will compare and contrast how effective these activists were in standing up for Human Rights. They will study the work of Martin Luther King, Gandhi, Aung Sung Su Chi, Malcolm X, Camillo Torres, and Oscar Romero. They will reflect on violent and non-violent methods and the religious ideas behind each individuals world view.</p> <p>Students will be able to identify key differences, similarities and reflect on these individuals beliefs evaluating whose methods were most effective and why. Students are able to develop their opinion using religious text and historical documents. Students will be able to develop their essay structure skills which form part of their assessment.</p>
<p>PSHE Healthy body, healthy mind. Part 2.</p>	<p>Students will learn about the causes, symptoms and treatments of eating disorders. They will also learn about different ways to regulate emotions in a positive way. This topic is designed to increase awareness of mental illness.</p>
<p>Buddhist Art</p>	<p>Students will study a variety of Buddhist art forms, including asanas and the Bhavachakra. They will develop an understanding of symbolism and how Buddhist use these images to worship and meditate and understand their faith.</p> <p>They will analyse the effectiveness and practicality of teachings being presented through artwork rather than being written down in sacred texts.</p>
<p>Independent project on a global issue</p>	<p>Students will research around a topic of their choice and write up their findings. This topic is designed to encourage independent skills, researching, time management and resilience. Students will have 4 topics to choose from that are linked to the GCSE and they will have to research Buddhist and Christian responses. They will be expected to write a GCSE style essay including key terms, quotes and examples.</p>
<p>Risky business</p>	<p>Students will explore a range of dangerous behaviours and evaluate not only the risks but why people are taking these risks.</p> <p>Students will be given guidance on how to be Safe Around Sex and to understand the consequences of their own actions. Students will explore outcomes of risky business in groups developing a safe secure environment in which to ask questions, and to explore wider topics that affect their age group. Students will also be able to assess a situation and decide on an appropriate response. Students will have the opportunity to</p>

	reflect on their own personal experiences and can seek guidance if needed.
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