

Course Title
ETHICS
Outline of the Unit / Topic
The KS4 Ethics curriculum is designed to develop students' understanding of ethical theories, moral decision-making and contemporary social issues. Students explore a range of real-world ethical dilemmas and debates, encouraging critical thinking, empathy, discussion and informed judgement. Topics include human rights, social justice, environmental responsibility, artificial intelligence, law, conflict and democracy. The course promotes the school values of Respect, Resilience, Readiness and Relationships whilst preparing students for active participation in modern British society. <u>Year 10 Course Outline: Ethics</u> • Autumn Term 1: Introduction to Ethics, including ethical decision-making, ethical dilemmas, the Trolley Problem, wants versus needs, freedom and happiness, keeping the law, and Virtue Ethics. • Autumn Term 2: Contextual ethics, including toxic masculinity, online subcultures, misogyny, online radicalisation, and how these issues are viewed in different religions and cultures compared with the UK. • Spring Term 1: Exploring and discussing ethical issues surrounding euthanasia and the right to die, organ donation, refusal of life-saving treatment, when human life begins, intention and responsibility when taking a life, and the value of life. • Spring Term 2: Environmental ethics, including deforestation, zoos and their purposes, animal testing and animal rights, selective breeding, and natural disasters. • Summer Term 1: Moral responsibility, law and society, including excessive force, reporting crime versus loyalty, legality versus morality, personal responsibility, age of criminal responsibility, impartiality, reporting and bias. • Summer Term 2: Social justice and equality, including human rights, poverty, wealth, discrimination, equality and equity. <u>Year 11 Course Outline: Ethics</u> • Autumn Term 1: Introduction to Ethics, including ethical decision-making, ethical dilemmas, the Trolley Problem, wants versus needs, freedom and happiness, keeping the law, and Virtue Ethics. • Autumn Term 2: Artificial Intelligence and emerging technologies, including AI regulation, online privacy, genetic engineering, personal freedom and data use, and the ethical implications of AI in education. • Spring Term 1: Analysing the causes of conflict, including warfare, international organisations and peacekeeping, historical accountability, inequality and conflict, and the conditions needed for peace.

- **Spring Term 2:** Contextual ethics, including gender issues, immigration and asylum seekers, Fundamental British Values, masculinity, equality of opportunity, and freedom of speech.
- **Summer Term 1:** Choice and the law, including end-of-life care, patient rights, age of responsibility, whether breaking the law can be justified, and whether personal drug use should be a criminal matter.
- **Summer Term 2:** Voting rights and democracy, including electoral systems, voting systems, majority rule, political influence and wealth, and whether 16-year-olds should be allowed to vote

Assessment details

At the beginning of each topic, students complete a prior knowledge activity to identify their existing understanding and misconceptions. Throughout the course, assessment takes place through class discussion, written responses, case study analysis, debates, presentations, knowledge recall activities, low-stakes quizzes and teacher feedback. Students are assessed on their ability to explain ethical viewpoints, evaluate arguments, justify opinions using evidence and engage respectfully in discussion. End of topic assessments are completed termly and student progress is tracked through assessment records.

Staff Roles

Miss Traynor, Miss Cini, Miss Turner and Miss Leo will deliver the Ethics curriculum. The supporting teacher will support within lessons to help develop discussion skills and enhance learning as required. They may be required to provide one-to-one support for students with access arrangements, such as reading, scribing or facilitating participation in discussions and assessment activities. The curriculum is delivered through a range of teaching approaches including class discussion, debate, case studies, independent research, written reflection and collaborative learning activities.

Equipment/Health and Safety

Equipment such as scissors, glue stick, hole punch, stapler and paper cutter may be used in lessons as and when required whereby students organise their folders at the end of the lesson. Students must take good care and be mature when using equipment, ensuring they tidy up after themselves and respect the classroom environment. Following all instructions in lessons is paramount to everyone's learning and safety.

Student Signature		Date	
Staff Signature	<i>Miss Traynor</i> <i>Miss Turner</i> <i>Miss Leo</i> <i>Miss Cini</i>	Date	September 2026

