



**BRANNEL SCHOOL**

## **PROGRAMME OF STUDY FOR MORALS AND ETHICS**

### **Purpose of Study from the National Curriculum**

All students should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of students and of society, and prepares students for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding

### **Aims from the National Curriculum**

1. To facilitate a student's search for meaning and purpose.
2. To encourage attitudes of respect, tolerance and sensitivity for those who hold beliefs different from their own.
3. To promote an awareness of the student's own experiences of life and religion and those of others.
4. To develop a knowledge and under-standing of religious belief and practice today.
5. To develop through a reflective approach, appropriate skills for exploring, responding and expressing

### **Studying Morals and Ethics at Brannel School**

By exploring the Cornish culture, students recognise how religion shapes communities and how their own society has been shaped by it. Students have the opportunity to develop cross curricular links.

### **Curriculum Provision for Morals and Ethics at Brannel School**

Students at Brannel School study Morals and Ethics during Key Stage 3 and 4. They receive the following number of 75 minutes sessions per fortnight during each cycle of the two week timetable.

Year	No of 75 minute lessons per fortnight
7	n/a
8	2
9	2
10	1
11	n/a

## Termly Programmes

These termly programmes indicate the sequence of topics which students study for Morals and Ethics and allow parents/carers, teachers and students to understand the structure of the learning over the course of the length of study. These termly programmes are then planned in more detailed for teachers to use as schemes of work when planning their teaching.

Please note that the Autumn Term begins when the new academic year timetable starts in June.

<b>Year 7</b>	
Autumn Term (from September)	n/a
Spring Term	n/a
Summer Term	n/a
<b>Year 8</b>	
Autumn Term	<p>Castaway – students explore different kinds of rights and obligations and how these affect both individuals and communities. Students understand that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected, Investigating ways in which rights can compete and conflict, and understanding that hard decisions have to be made to try to balance these.</p> <ol style="list-style-type: none"> <li>1. <b>Character Generation</b> - The students will each create an imaginary character that will be used throughout the course. Character creation sets the scene and introduces concepts such as personality, spirituality and sociability.</li> <li>2. <b>Episode One: Castaway</b> - In which the student finds themselves shipwrecked alone and must make decisions essential to their survival. Discussion and written work will investigate why we need others in our lives and the difference between price and value.</li> <li>3. <b>Episode Two: Contact</b> - In which the student meets another castaway student, together they must plan for their continued survival. This episode focuses on cooperation and conflict as well as the idea of prayer in times of need.</li> <li>4. <b>Episode Three: Community</b> - In which the students meet other pairs of castaways and they must plan for their community. This episode focuses on the idea of community and why we need others.</li> <li>5. <b>Episode Four: Crime</b> - In which the issue of crime within the castaway community is introduced by a variety of potential situations. The learning looks into why communities need rules and what is a morally justified punishment.</li> <li>6. <b>Episode Five: Conflict</b> - In which two communities are placed in conflict over resources and rights.</li> <li>7. <b>Final Assessment</b></li> </ol>
Spring Term	To be confirmed
Summer Term	To be confirmed

**Year 9**

Autumn Term	<p>Castaway – students explore different kinds of rights and obligations and how these affect both individuals and communities. Students understand that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected, Investigating ways in which rights can compete and conflict, and understanding that hard decisions have to be made to try to balance these. Students will be working on the multi-structural and extended abstract levels of SOLO taxonomy</p> <ol style="list-style-type: none"> <li>1. <b>Character Generation</b> - The students will each create an imaginary character that will be used throughout the course. Character creation sets the scene and introduces concepts such as personality, spirituality and sociability.</li> <li>2. <b>Episode One: Castaway</b> - In which the students finds themselves shipwrecked alone and must made decisions essential to their survival. Discussion and written work will investigate why we need others in our lives and the difference between price and value.</li> <li>3. <b>Episode Two: Contact</b> - In which the student meets another castaway student, together they must plan for their continued survival. This episode focuses on cooperation and conflict as well as the idea of prayer in times of need.</li> <li>4. <b>Episode Three: Community</b> - In which the students meet other pairs of castaways and they must plan for their community. This episode focuses on the idea of community and why we need others.</li> <li>5. <b>Episode Four: Crime</b> - In which the issue of crime within the castaway community is introduced by a variety of potential situation. The learning looks into why communities need rules and what is a morally justified punishment.</li> <li>6. <b>Episode Five: Conflict</b> -In which two communities are placed in conflict over resources and rights.</li> <li>7. <b>Final Assessment</b></li> </ol>
Spring Term	To be confirmed
Summer Term	To be confirmed
<b>Year 10</b>	
Autumn Term	To be confirmed
Spring Term	To be confirmed
Summer Term	To be confirmed
<b>Year 11</b>	
Autumn Term	n/a
Spring Term	n/a
Summer Term	n/a