



Curriculum Overview

Subject:

Values and Society

Year: 8

Rationale:

- to introduce students to ethics as a discrete academic subject
- to debate and explore ethical questions from a range of perspectives, e.g. the ethics of the death penalty
- to explore a range of world religions in the context of the afterlife
- to develop an understanding of financial capability and budgeting

Units of Work

1	What Is a Person? Intro to Ethics
2	Law & Order (CPHSE)
3	Life After Death (RE)
4	Money Management (CPHSE) OR Positive Relationships (RSE)
5	Death Penalty (RE & CPHSE)
6	Maintaining Positive Mental Health (CPHSE)

Key Knowledge development:

GCSE Philosophy and Ethics topics embedded throughout Year 8, alongside core life knowledge.

- Investigate a range of ethical questions from a range of perspectives
- Learn what different religions teach about the afterlife
- Consider arguments for and against the death penalty
- Knowledge of a range of mental health issues, and information about how to maintain positive mental health

Key Skills development:

GCSE Philosophy and Ethics skills embedded throughout Year 9, alongside core life knowledge.

- Developing balanced arguments
- Justifying conclusions
- Persuasive writing
- Listening to a range of different arguments
- Budgeting

Assessments

Teachers assess student progress via regular book marking and end-of-unit assessments, offering a range of formative and summative feedback. In addition, students engage with pee- and self-assessment. Values and Society assessment questions include:

- Should the death penalty be abolished?
- What happens to us when we die?

SMSC/British Values/Careers:

- Respect for life
- Democracy
- Financial capability
- Human rights

Literacy/Numeracy:

- Extended writing tasks
- Writing for purpose e.g. to argue
- Oracy – public speaking, debate and discussion
- Numeracy tasks to support financial capability unit

Curriculum enrichment:

- Development of debating skills
- How to justify your opinion
- Lessons taught by Schools Beat Officers throughout the year, linking policing to issues surrounding young people

