

Society & Ethics Curriculum Overview

Intent

The purpose of the Society & Ethics curriculum is to provide the students of The Market Weighton School with the cultural capital to have as many options as possible when leaving at the end of Year 11. Market Weighton is a traditional rural market town that places great importance on the local community. However, this often leads students to display insular perspectives of other cultures and religions. Therefore the curriculum is designed in order to:

- To enable students to think critically and question information and the sources of that information.
- To help students to feel empathy towards other and to consider the feelings and thoughts of different individuals.
- To enable students to see all arguments as two sided and to evaluate the strength of evidence in order to form fully justified conclusions.
- To provide students with an understanding of their place in the world as global citizens and to consider the major challenges that society faces.
- To enable students to clearly and effectively articulate their thoughts either verbally or written with a particular focus on the development of explanations and reasoning.

Implementation

- Through the promotion of verbal discussion about the subject content and 'big' questions.
- Through the thematic delivery of content in order to ensure that previous knowledge is integrated into new topics.
- An expectation that students take an interest in current affairs and are aware of major global events and their significance.
- Regular and thorough assessment that is used to monitor progress and influence intervention and future teaching.
- Focus on the importance and value of reading from different sources and for different purposes, exposing students to a wide range of sources.
- Exposure to different environments through educational visits and guest speakers to increase the cultural capital of students, particularly those from a disadvantaged background.
- An expectation that students complete quality extended written work on a regular basis to demonstrate and develop explanative and evaluative skills.
- Through a full and varied curriculum that promotes the fundamental British values.

Impact

- Measured by external examinations such as GCSE for the Religious Studies cohort.
- Improvement in reading to be measured by the Accelerated Reader program that is used by the school.
- Students perception of the value and purpose of the subject to be recorded via student voice and surveys.
- Students to understand the 'next steps' in education and demonstrate their gained cultural capital by applying to a variety of educational and vocational settings.
- Measured by internal formative assessment within the classroom, using data to demonstrate progress in attainment.
- Students to be involved in extra-curricular activities that are linked to the subject content e.g. 2019 Climate Change strikes.
- To monitor and intervene with various groups when 'gaps' appear e.g. SEN, disadvantaged, gender etc.
- Use of verbal and written feedback to give students the opportunity to improve their learning.

Year 7 Society & Ethics Curriculum Overview

Autumn Term: 7.1 Ultimate Questions

Students to explore a variety of philosophical questions and begin to interpret evidence, evaluate two sided arguments and develop explanations of beliefs.

Code	Lesson Title	Purpose of Lesson	PHSE Links	Cultural Capital Components
7.1.1	Why are Ultimate Questions important?	Students to evaluate the nature and purpose of philosophy and reach a fully justified conclusion about whether philosophical questions are valuable and worthwhile or not.	<ul style="list-style-type: none"> • Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Spiritual
7.1.2	Does God Exist?	Students to explore scientific and religious evidence for and against the existence of God and reach a fully justified conclusion on its existence.	<ul style="list-style-type: none"> ▪ interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. 	Spiritual
7.1.3	What is the Meaning of Life?	Students to consider different perspectives on the meaning of life and explain how the context of somebody's life impacts their answer to this question.	<ul style="list-style-type: none"> ▪ Examples of diverse values encountered in society and the clarification of personal values 	Spiritual
7.1.4	Is there Life after Death?	Students to research different religious beliefs about life after death and to explore evidence and first-hand accounts from relevant individuals. Students to reach a fully justified conclusion conveying their own beliefs.	<ul style="list-style-type: none"> ▪ beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values 	Spiritual Cultural
7.1.5	Is it ever right to do the wrong Thing?	Students to consider the relevant ethical theories such as situation ethics and utilitarianism and apply them to real life scenarios.	<ul style="list-style-type: none"> ▪ Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Moral

Year 7 Society & Ethics Curriculum Overview

Autumn Term: 7.2 Islam

Students to explore the basic teachings and practices of the Islamic faith and to address misconceptions portrayed in the media

Code	Lesson Title	Purpose of Lesson	PHSE Links	Cultural Capital Components
7.2.1	What was the greatest Moment in Muhammad's Life?	Students to understand the life of Muhammad, evaluating the importance of different key events in his lifetime.	<ul style="list-style-type: none"> beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values. 	Spiritual Cultural
7.2.2	Is Muhammad the most important Islamic Prophet?	Students to understand the importance of different Islamic prophets and to evaluate which is the most important.	<ul style="list-style-type: none"> beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values. 	Spiritual Cultural
7.2.3	Which of Allah's Characteristics is the most important?	Students to understand the Islamic beliefs of Allah and His 99 names and to evaluate which characteristic is the most important.	<ul style="list-style-type: none"> beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values 	Spiritual Cultural
7.2.4	Which Pillar has the most significant Benefit to Muslims?	Students to understand the 5 Pillars of Islam and to consider the benefits each of them have on the lives of Muslims.	<ul style="list-style-type: none"> beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values. 	Spiritual Cultural
7.2.5	Why are there two groups of Muslims?	Students to understand the formative years of Islam and to explain the reasons behind its split, looking at how this effects the lives and beliefs of Muslims today.	<ul style="list-style-type: none"> beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values. 	Moral Spiritual Cultural

Year 7 Society & Ethics Curriculum Overview

Summer Term: 7.3 Protecting the Planet

Students to explore current climate change crisis, looking at the various environmental problems humanity faces, evaluating the severity of these issues and looking at the groups and organisations attempting to solve them.

Code	Lesson Title	Purpose of Lesson	PHSE Links	Cultural Capital Components
7.3.1	Why is Stewardship important to Religious People?	Students to understand the meaning of stewardship and its significance in Christianity, Islam and Buddhism.	<ul style="list-style-type: none"> Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values. 	Spiritual Cultural Moral Social
7.3.2	Which Environmental Problem is the worst?	Students to consider the severity of different environmental problems, links between them and explain which one is the worst and why.	<ul style="list-style-type: none"> Understanding the consequences of their actions. Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Cultural Social
7.3.3	Which Environmental Organisation is the most successful?	Students to consider the severity of different environmental problems, links between them and explain which one is the worst and why.	<ul style="list-style-type: none"> interest in, and understanding of, the way communities and societies function at a variety of levels. 	Cultural Social
7.3.4	Stewardship Presentations	Students to choose one environmental problem and produce a presentation on why they have chosen it, statistics that show it is a problem, environmental organisation linked to the problem and how it can be solved.	<ul style="list-style-type: none"> Understanding that people have multiple roles and responsibilities in society and that making a positive relationships and contributing to group teams and communities is important. 	Social Moral
7.3.5	Stewardship Presentations	Students to present their presentations to the rest of the class.	<ul style="list-style-type: none"> Understanding that people have multiple roles and responsibilities in society and that making a positive relationships and contributing to group teams and communities is important. 	Social Moral

Year 8 Society & Ethics Curriculum Overview

Autumn Term: 8.1 Buddhism

Students to explore the basic teachings and practices of the Buddhist faith and to make links with current global issues.

Code	Lesson Title	Purpose of Lesson	PHSE Links	Cultural Capital Components
8.1.1	What was the most important Event in Buddha's life?	Students to understand the life of Siddhartha Gautama, evaluating the importance of different key events in his lifetime.	<ul style="list-style-type: none"> sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. 	Spiritual Cultural
8.1.2	To what Extent was Buddha's View on Suffering correct?	Students to understand the Four Noble Truths of Buddhism, before applying the second noble to truth to modern day case studies in order to evaluate its validity.	<ul style="list-style-type: none"> Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values. 	Cultural Social Moral
8.1.3	Which of the 5 Precepts is the most effective in reducing Suffering?	Students to look at the 5 Precepts of Buddhism and how each one helps to reduce suffering. Students then consider if there is one particular precept that could be seen as the most effective and explain why.	<ul style="list-style-type: none"> Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values. 	Cultural Spiritual
8.1.4	Is Vesak a Unique Celebration?	Students to study the Buddhist practices surrounding the celebration 'Vesak', firstly exploring how Vesak reflects Buddhist values and attitudes, then comparing it to other celebrations that are more familiar to our students.	<ul style="list-style-type: none"> Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values. 	Cultural Spiritual
8.1.5	How far do you agree with the Buddhist belief in Karma?	Students to initially address misconceptions about what karma actually means from a Buddhist perspective before being given the opportunity to explain whether they also believe in karma and why.	<ul style="list-style-type: none"> Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values. 	Cultural Spiritual

Year 8 Society & Ethics Curriculum Overview

Spring Term: 8.2 Democracy

Students to explore the democratic systems of the UK to understand the importance of democracy, consider their own political beliefs, and to evaluate the fairness of the UK voting system.

Code	Lesson Title	Purpose of Lesson	PHSE Links	Cultural Capital Components
8.2.1	Why is Democracy important?	Students to understand the meaning of history of democracy in the UK, compare the UK democratic system with that of other notable countries e.g. Germany (PR) and North Korea.	<ul style="list-style-type: none"> ▪ FBV - Democracy 	Social Moral
8.2.2	Who should I vote for?	Students to consider which aspects of government they feel are the most important and then to research and evaluate different party's views on those issues.	<ul style="list-style-type: none"> ▪ FBV - Democracy 	Social Moral
8.2.3	How do we choose our Leaders in the UK?	Students to understand and demonstrate an ability to explain the UK's voting system.	<ul style="list-style-type: none"> ▪ FBV - Democracy 	Social Moral
8.2.4	Is the way we choose our Leaders fair?	Students to consider the advantages and disadvantages of the UK's voting system and evaluate whether is fair or not.	<ul style="list-style-type: none"> ▪ FBV - Democracy 	Social Moral
8.2.5	Which Role of an MP is the most important?	Students to understand the different roles of a Member of Parliament and evaluate the importance of each.	<ul style="list-style-type: none"> ▪ FBV - Democracy 	Social Moral

Year 8 Society & Ethics Curriculum Overview

Summer Term: 8.3 Crime and Punishment

Students to explore ethical questions surrounding crime and punishment, including the purpose of the prison system, whether criminals should ever be forgiven and whether the death penalty should be brought back.

Code	Lesson Title	Purpose of Lesson	PHSE Links	Cultural Capital Components
8.3.1	What is the Purpose of the Prison System?	Students to consider different prison systems, how they treat prisoners and how effective they are in terms of reducing reoffending.	<ul style="list-style-type: none"> ▪ FBV – Rule of Law ▪ Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Social Moral Cultural
8.3.2	Why is there Inequality in Prison Sentences?	Students to consider statistics that prove certain groups of people are treated more harshly when sentenced to others. Students to explore and explain the reasons for this.	<ul style="list-style-type: none"> ▪ FBV – Rule of Law ▪ Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Social Moral Cultural
8.3.3	Should Criminals be forgiven?	Students to look at a variety of case studies and evaluate to what extent each criminal deserves to be forgiven and reintegrated into society before reaching a justified conclusion overall.	<ul style="list-style-type: none"> ▪ FBV – Rule of Law ▪ Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Social Moral Cultural
8.3.4	Should the Death Penalty be brought back?	Students to look at a variety of examples that both support and oppose the reintroduction of the death penalty, students to explain what each example supports before reaching a justified conclusion overall.	<ul style="list-style-type: none"> ▪ FBV – Rule of Law ▪ Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Social Moral Cultural
8.3.5	Design your own Prison	Based on the entire topic, students to design their own prison against a set criteria.	<ul style="list-style-type: none"> ▪ FBV – Rule of Law ▪ Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Social Moral Cultural

Year 9 Society & Ethics Curriculum Overview

Autumn Term: 9.1 Prejudice and Discrimination

Students to explore different forms of prejudice and discrimination and consider how best to prevent them.

Code	Lesson Title	Purpose of Lesson	PHSE Links	Cultural Capital Components
9.1.1	Is Prejudice or Discrimination worse?	Students to understand the difference between prejudice and discrimination, evaluating which one is worse.	<ul style="list-style-type: none"> Understanding that all forms of prejudice and discrimination must be challenged at every level. 	Social Moral Cultural
9.1.2	Is 2020 the best Time to be a Member of the LGBT Community?	Students to consider key event in the history of LGBT rights, reaching a decision on whether now is the best time for a member of the LGBT community to live in Britain.	<ul style="list-style-type: none"> Understanding that all forms of prejudice and discrimination must be challenged at every level. 	Social Moral Cultural
9.1.3	What is the Legacy of the Stephen Lawrence Murder?	Students to understand the motives for the murder of Stephen Lawrence and the subsequent failings of the police. Students to evaluate the effectiveness of the recommendations put forward by the MacPherson report.	<ul style="list-style-type: none"> Understanding that all forms of prejudice and discrimination must be challenged at every level. 	Social Moral Cultural
9.1.4	What is the most effective way to Prevent Sexism?	Students to look at a variety of examples of sexism and consider ways in which these examples could be prevented.	<ul style="list-style-type: none"> Understanding that all forms of prejudice and discrimination must be challenged at every level. 	Social Moral Cultural
9.1.5	Are some World Leaders genuinely Racist, Sexist or Homophobic?	Students to evaluate, based on evidence, whether negative reputations of some world leaders is deserved or not.	<ul style="list-style-type: none"> FBV – Democracy Understanding that all forms of prejudice and discrimination must be challenged at every level. 	Social Moral Cultural

Year 9 Society & Ethics Curriculum Overview

Spring Term: 9.2 Sikhism

Students to explore the basic teachings and practices of the Buddhist faith and to make links with current global issues.

Code	Lesson Title	Purpose of Lesson	PHSE Links	Cultural Capital Components
9.2.1	How was Sikhism established?	Students to understand the foundation of Sikhism and it's spread to Britain.	<ul style="list-style-type: none"> Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. 	Spiritual Cultural
9.2.2	Which Guru is the most important?	Students to consider the importance of the different Sikh gurus and then evaluate which guru is the most important.	<ul style="list-style-type: none"> Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. 	Spiritual Cultural
9.2.3	Which of the 5 K's is the most important to a Sikh?	Students to understand the 5 K's of Sikhism and their importance to the Sikh faith. Students to consider which would be the most important from a Sikh perspective.	<ul style="list-style-type: none"> Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. 	Spiritual Cultural
9.2.4	Do Sikhs allow Violence?	Students to consider Sikh teachings and practices regarding the importance of peace and use of violence.	<ul style="list-style-type: none"> Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Spiritual Moral Cultural
9.2.5	How do Sikhs go about serving others?	Students to understand and explain the various ways in which Sikhs promote community cohesion.	<ul style="list-style-type: none"> Understanding that people have multiple roles and responsibilities in society and that making a positive relationships and contributing to group teams and communities is important. 	Spiritual Social Moral Cultural

Year 9 Society & Ethics Curriculum Overview

Summer Term: 9.3 The Holocaust

Students to explore different aspects of the Holocaust to answer some of the major ethical questions surrounding the genocide.

Code	Lesson Title	Purpose of Lesson	PHSE Links	Cultural Capital Components
9.3.1	What is Genocide?	Students to understand the meaning of the word 'genocide' and look briefly at a number of examples.	<ul style="list-style-type: none"> Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Moral Cultural
9.3.2	Who is to Blame for the Holocaust?	Students to consider different individuals involved in the Holocaust and evaluate the extent that they are to blame for the Holocaust overall.	<ul style="list-style-type: none"> Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Moral Cultural
9.3.3	What was it like to discover the Holocaust?	Students to consider liberation from the perspective of both survivors, liberators and British citizens. Students to explain the problems liberators faced and how traumatic the experience was.	<ul style="list-style-type: none"> Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Moral Cultural
9.3.4	Was Justice achieved after the Holocaust?	Students to look at a variety of case studies and evaluate to what extent each individual involved in the Holocaust received the correct punishment. Student then to reach a justified conclusion overall.	<ul style="list-style-type: none"> Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Moral Cultural
9.3.5	How should the Holocaust be remembered?	Students to look at a variety of examples of Holocaust memorials, evaluating the positives and negatives of each before reaching a justified conclusion about which memorial is the most effective.	<ul style="list-style-type: none"> Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Moral Cultural

Year 10 Society & Ethics Curriculum Overview

Autumn Term: 10.1 The Rwandan Genocide

Students to explore different aspects of the Rwandan Genocide to answer some of the major ethical questions surrounding the genocide.

Code	Lesson Title	Purpose of Lesson	PHSE Links	Cultural Capital Components
10.1.1	Why would the World not stop a Genocide?	Students to consider the different groups involved in the Rwandan genocide, including Hutu extremists and the UN, evaluating to what extent they are to blame before reaching a justified conclusion overall.	<ul style="list-style-type: none"> Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Moral Cultural
10.1.2	Hotel Rwanda	Students to watch Hotel Rwanda and explain what different individuals did to save people during the genocide.	<ul style="list-style-type: none"> Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Moral Cultural
10.1.3	Hotel Rwanda	Students to watch Hotel Rwanda and explain what different individuals did to save people during the genocide.	<ul style="list-style-type: none"> Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Moral Cultural
10.1.4	Hotel Rwanda	Students to watch Hotel Rwanda and explain what different individuals did to save people during the genocide.	<ul style="list-style-type: none"> Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Moral Cultural
10.1.5	Which is worse, the Holocaust or Rwandan Genocide?	Students to consider what makes one genocide worse than another, then compare the Holocaust and Rwandan Genocide to reach a justified conclusion as to which one is worse.	<ul style="list-style-type: none"> Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Moral Cultural

Year 10 Society & Ethics Curriculum Overview

Spring Term: 10.2 Alternative Religions

Students to explore the beliefs and practices of some of the world's lesser followed religions, outside of the main 6 religious traditions.

Code	Lesson Title	Purpose of Lesson	PHSE Links	Cultural Capital Components
10.2.1	Is Scientology a Religion, or a Money Making Scheme?	Students to consider the beliefs of Scientologists and the main criticisms of the group, answering the title based on this.	<ul style="list-style-type: none"> Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. 	Spiritual Cultural
10.2.2	Should Mormons be considered Christians?	Students to understand how Mormonism was formed, comparing beliefs and practices with Christianity.	<ul style="list-style-type: none"> Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. 	Spiritual Cultural
10.2.3	How does Humanism benefit Humanity?	Students to understand the beliefs of Humanists and evaluate the way they attempt to have a positive impact on society.	<ul style="list-style-type: none"> Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. 	Spiritual Cultural
10.2.4	Are Jehovah's Witnesses followers of a Religion, or Members of a Cult?	Students to understand the beliefs of Jehovah's Witnesses and the main criticisms of the group, particularly from former followers.	<ul style="list-style-type: none"> Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. 	Spiritual Cultural
10.2.5	What it is like to live as an Amish Person?	Students to consider what it would be like to live following an Amish way of life, considering why they live this way and how this would be difficult in the 21 st Century	<ul style="list-style-type: none"> Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. 	Spiritual Cultural

Year 10 Society & Ethics Curriculum Overview

Summer Term: 10.3 Did Lee Harvey Oswald kill JFK?

Students to evaluate a wide range of evidence and source material to prove JFK was assassinated by Lee Harvey Oswald.

Code	Lesson Title	Purpose of Lesson	PHSE Links	Cultural Capital Components
10.3.1	What Problems did JFK face in 1963?	Students to understand the context of the assassination of JFK within American society in 1963.	<ul style="list-style-type: none"> Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Social Cultural
10.3.2	Why was 22 nd November 1963 a Day that Shook the World.	Students to consider the global impact of the assassination and why it is remembered as such a significant event.	<ul style="list-style-type: none"> Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Social Cultural
10.3.3	Project Launch	Students to begin evaluating and analysing evidence about the assassination.	<ul style="list-style-type: none"> Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Social Cultural
10.3.4	JFK Research	Students to complete independent research to compile a report proving that Lee Harvey Oswald was the assassin.	<ul style="list-style-type: none"> Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Social Cultural
10.3.5	JFK Research	Students to complete independent research to compile a report proving that Lee Harvey Oswald was the assassin.	<ul style="list-style-type: none"> Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Social Cultural

Year 11 Society & Ethics Curriculum Overview

Autumn Term: 11.1 Who else could have killed JFK?

Students to evaluate a wide range of evidence and source material to consider other theories about the assassination of JFK.

Code	Lesson Title	Purpose of Lesson	PHSE Links	Cultural Capital Components
11.1.1	The Men who killed Kennedy (Part 1)	Students to watch the first section of the documentary (The Men who Killed Kennedy) and to consider the evidence that suggests Lee Harvey Oswald did not kill Kennedy.	<ul style="list-style-type: none"> Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Social Cultural
11.1.2	The Men who killed Kennedy (Part 2)	Students to watch the second section of the documentary (The Men who Killed Kennedy) and to consider the evidence that suggests Lee Harvey Oswald did not kill Kennedy.	<ul style="list-style-type: none"> Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Social Cultural
11.1.3	Why would the CIA want to kill Kennedy?	Students to consider the motives and evidence that suggests the CIA were involved in the assassination of JFK.	<ul style="list-style-type: none"> Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Social Cultural
11.1.4	Why would the Mafia want to kill Kennedy?	Students to consider the motives and evidence that suggests the Mafia were involved in the assassination of JFK.	<ul style="list-style-type: none"> Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Social Cultural
11.1.5	Who really killed Kennedy?	Based on the two units on JFK, students to complete a piece of extended writing considering all evidence regarding the assassination and reaching a justified conclusion.	<ul style="list-style-type: none"> Interest in investigating, and offering reasoned views about, moral and ethical issues. 	Social Cultural

Society & Ethics Curriculum Overview

Topic	Intent
7.1 Ultimate Questions	To allow students to begin to look at some divergent beliefs about major philosophical questions from religious and non-religious perspectives. Students to understand how the role played by religion in Market Weighton has changed over the last 100 years and begin to construct two sided arguments.
7.2 Islam	To give students a good understanding of the key practices and beliefs of the Islamic faith. Compassion and empathy will be encouraged through our work surrounding Jihad and how life in Britain could be difficult for Muslims. We will look at positive Muslim role models such as Mohamed Salah to teach our students the benefits Islam can bring to the world.
7.3 Protecting the Planet	To help students to understand the current climate crisis and how as citizens they can play a role in the solution. We will look at environmental problems that are particularly relevant to East Yorkshire (E.g. Fracking) as well as global issues and the types of people who will be worst effected. Students given an opportunity in this topic to present to the rest of their class.
8.1 Buddhism	To build upon what most students learned at primary school, students will apply Buddhist beliefs and values to modern day situations. Some students (from HOSM) will not have studied Dharmic religions before, therefore we will explore the similarities and differences between Buddhism as the Abrahamic faiths.
8.2 Democracy	To enable students to gain an understanding of how governance and leadership is organised in the UK. They will look at their role in democracy and why it is important, also evaluating the fairness of our system of election. Students will be given the opportunity to create their own political party addressing local issues, presented their party to the rest of the class.
8.3 Crime and Punishment	To enable students to think critically about ethical issues and explain the importance of the fundamental British value 'the rule of law'. Students will tackle big ethical issues such as the purpose of prisons and whether the death penalty should be brought back or not. This will build upon the previous topics of 'Ultimate Questions' and 'Islam' as we study the Shari'ah
9.1 Prejudice and Discrimination	To help students to recognise the dangers that arise from holding prejudices including sexism, homophobia and racism. Students will particularly focus upon on racism due to the small local existence of far right extremism. Students will explore the best ways in order to combat these issues and what they can do personally to help.
9.2 Sikhism	To introduce students to a religion that is not currently taught at any of the local primary schools but is practiced by approx. 20,000 citizens in the region. It is the third religion studied discretely as it builds on and draws influences from the other two religions studied.

Society & Ethics Curriculum Overview

Topic	Intent
9.3 The Holocaust	Students to explore some of the significant ethical surrounding the Holocaust, such as 'Who is to blame?', 'Was justice achieved afterwards?' and 'How should it be remembered?'. Many of these questions are recommended by the H.E.T. and all other lessons are based around their guidance for the teaching of the Holocaust.
10.1 The Rwandan Genocide	Building on from the study of the Holocaust, students will look at a more recent genocide in Rwanda (1994). The purpose of this topic is for students to analyse why another genocide was allowed to take place after the Holocaust, why the UN did not intervene to stop it and how we can ensure that genocides are eradicated.
10.2 Alternative Religions	Students will study a range of smaller groups that often consider themselves a religion in their own right. Students will explore the origins of these faiths, often linking them to previous religions studied, and their main beliefs and practices. Some students at TMWS follow these faiths (such as Jehovah's Witnesses) so it is important that students have a good understanding of them and to address any misconceptions.
10.3 Who Killed JFK?	Students will be given the context of the JFK assassination in 1963 then complete an independent, although supervised, investigation attempting to prove the perpetrator was Lee Harvey Oswald. Students will have to look at a wide range of sources and interrogate their validity and explore how they can be misused to alter the truth. This topic is a response to the high volumes of inaccuracies students will be exposed to on a daily basis through various forms of media.
11.1 Who Really Killed JFK?	Students will build on the previous topic by looking at alternative theories as to who killed JFK and why. Similarly, this is to encourage students to see things from different perspectives and to form their own opinions about things that are presented to them.