

**ETHICS DEPARTMENT**

**Department Vision:** *To enable pupils to take their place within our multi religious and multi-secular society. It empowers pupils with both the opportunity to see the religion and non-religion in the world, and to make sense of their own place in the world.*

**Aim**

 For students to develop a depth of knowledge and understanding of the complex and diverse world around them

 To foster tolerance and guard against misconceptions

 To create critical thinkers

 For students to reflect on their own personal knowledge and values

 To develop their own sense of self

**Key Stage 3 Curriculum Plan**

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|  | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Year 7** | What do religions believe?What are religious festivals? | Did God make the universe?Who are the leaders in religion? | How do religious believers express their faith?What are religious laws? |
| **Year 8** | What is suffering?What is conflict? | Why do people suffer?Is there life after death? | Why are there division in religion?What are our human rights? |
| **Year 9**  |  How precious is human life?Can war ever be justified? |  Has medicine gone too far?Do animals have rights? |  Is it right to prolong life?Why do we punish people? |

**KEY STAGE 4 CURRICULUM PLAN**

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| **AQA GCSE COURSE** | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Year 10** | Human sexuality and relationshipsThe death penalty | Victims of warPacifism and peace-making | The five Pillars of IslamIslamic festivals |
| **Year 11** | Families in contemporary societyGender roles in religion and society | Religion as a cause of warIs religion out of date? |  Revision of Paper 1 and Paper 2 |

**MARKING AND FEEDBACK POLICY**

**Subject level marking expectations**

**Subject: Humanities**

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| **Key Stage 3** | **Key Stage 4** |
| **Marking, assessment and feedback activities:****At year 7,** all books will be marked once a term. With key spellings corrected if needed, the quality of the book and written work commented on. All students will receive a WWW / EBI. Work will be corrected using the Humanities Marking Policy. There will also be a key piece of work in all schemes of assessment that will be marked in detail, with students receiving a mark and/or written feedback. An extended piece of hw will be set each full term (3 key pieces across the year). Where possible this will be set and submitted on teams**At year 8 and 9,** books will have a detailed feedback sheet once a term, that provides comment on the quality of the presentation of the book and the quality of the work.There will also be a key piece of work in all schemes of assessment that will be marked in detail, with students receiving a mark and/or written feedback. An extended piece of hw will be set each full term (3 key pieces across the year). Where possible this will be set and submitted on teams. | **Marking, assessment and feedback activities:****At GCSE (Easter year 9, 10 and 11),** lesson work will not be marked in books. Their books will be a record of the work set and used to support revision.There will also be a key piece of work in all schemes of assessment that will be marked in detail, with students receiving a mark and/or written feedback. This will be supported by homeworks and exam question practice in class that will be marked or peer/self assessed.End of unit assessments will be graded (% and level) to feedback to students on progress. All assessments will be followed by DIRT, to support students understanding. |
| **Link to assessment plan and whole school data collection:**Peer assessment and Dirt will be carried out throughout the schemes of learning. This will be completed in purple pen There will be subject assessments at least twice a year and an end of year examination. Year 7 will also have a baseline assessment in term 1. Results recorded on a central dept. tracker. | **Link to assessment plan and whole school data collection:**Peer assessment and Dirt will be carried out throughout the schemes of learning. This will be completed in purple pen Assessments will be completed at the end of each module of work. This will be graded and returned for DIRT (results kept on a central dept. tracker). Any student significantly below their target, or lacking in commitment to the assessments will be asked to re do the paper for hw. Exam questions will be completed during the module of work in class and hw. Results recorded on a central dept. tracker. |

**OPPORTUNITIES AND VISITS**

Students are able to visit places of worship in the community and nearby cities such as Liverpool. This enables students to broaden their understanding of the local diversity and help them recognise and respect people of different backgrounds and beliefs.

**Care Respect Inspire**