

Ethics & Philosophy Year 7	Autumn Term		Spring term		Summer term	
Topic Summary	1	2	3	4	5	6
<b>Thinking Hard</b>	<b>The Cave</b>	<b>Christian Ethics &amp; Philosophy</b>	<b>Christian Ethics &amp; Philosophy</b>	<b>Islamic Ethics &amp; Philosophy</b>	<b>Hindu Ethics &amp; Philosophy</b>	<b>Hindu Ethics &amp; Philosophy</b>
<b>Developing Character</b>	Development of literacy - Using prior knowledge, storytelling and images to ascertain how early humans moved to worshipping gods and goddesses.	Acquiring knowledge - How can God be three things in one? Is this a Christian country? What are the core values of a modern Christian?	Creating independence - Who controls your life? Do all people deserve love?	Acquiring knowledge - What do Muslims believe about Allah? Can you worship too much? Do you have a duty to help those in need?	Changing the world - What is eternal? Is it possible to understand God? How does the concept of karma change the world?	Changing the world - You only live once? Is it possible for all people to be equal?
<b>Understanding Diversity</b>	Curiosity - Reflection upon whether religion and spirituality are inherent in humans.	Kindness/Gratitude Mindfulness - Empathy, Respect, Tolerance, Reflection upon their own beliefs and actions	Kindness/Mindfulness/Gratitude - Empathy, Respect, Tolerance, Reflection upon their own beliefs and actions	Kindness/Mindfulness/Gratitude - Empathy, Respect, Tolerance, Reflection upon their own beliefs and actions	Kindness/Mindfulness/Gratitude - Empathy, Respect, Tolerance, Reflection upon their own beliefs and actions	Kindness/Mindfulness/Gratitude - Empathy, Respect, Tolerance, Reflection upon their own beliefs and actions
<b>Literacy Reading, Oracy Gatsby, Careers</b>	Understanding democracy - Different ideas and opinions shared about the above.	Being a world citizen - Respect and understanding of how Christian teachings influence people's actions and behaviour. Highlighting that Jesus is depicted as a white man when he was actually Middle Eastern and investigating reasons for this.	Acquiring cultural capital - Respect and understanding of how Christian teachings influence people's actions and behaviour	Acquiring cultural capital - Respect and understanding of how Muslim teachings influence people's actions and behaviour	Being a world citizen - Respect and understanding of how Hindu teachings influence people's actions and behaviour	Acquiring cultural capital - Respect and understanding of how Hindu teachings influence people's actions and behaviour
<b>Mental and Physical Well-being</b>	Creative writing drawing on knowledge gained in lessons/Neanderthal article	Reading about the Christian faith and the life of Jesus	Reading about the Christian faith and the spread of the Church	Learning to develop PEE paragraphs to answer exam questions/Reading about the Message of Islam and the People of the Qur'an	Learning to write evaluation questions/P4C/Reading about the Hindu Way	Reading about Gods & Heroes
<b>Cross-Curricular Links</b>	Archeologist	Lawyer	Psychologist	Human Resources Manager	Priest	Police Officer
<b>Extra-Curricular Links</b>	Indfulness task when looking at a range of cave paintings	Creating rosary beads as a Do Now - mindfulness task	Relationships	Salat - Mindfulness	The Self	Meditation & Yoga
<b>Precise Learning Endpoints We want students to learn/be able to:</b>	European Day of Languages/SMSC-spiritual reflection on own beliefs & use of imagination	Black History Month/STEM Day/SMSC-spiritual reflection upon their own experiences/RSHE-reflect upon their own beliefs and upbringing	History - Holocaust/SMSC-Cultural reflection upon their experience in a historically Christian country/RSHE-do all people deserve love?	Crusades - History (Link with Islam)/Links with English and the development of PEE paragraphs/Links with Islamic Art/SMSC-Social development looking at those with different beliefs from their own/RSHE-do we have a duty to help those in need?	Geography -Where is India in the world? Hindu diaspora /SMSC-Cultural development - respect for different faiths in the local environment/RSHE-the consequences of our actions	Writing PEE paragraphs - links with English/SMSC-Spiritual reflection upon differences in various faiths/RSHE-are all people equal?
<b>World Mental Health Day</b>	World Mental Health Day	Remembrance Day/Anti Bullying Week	Holocaust Memorial Service/Random Acts of Kindness Month	International Day of Women and Girls in Science/Internet Safety Day/LGBTQ+ History Month/Children's Mental Health Week	World Health Day/International Earth Day/Stress Awareness Month	World Day for Cultural Diversity/Mental Health Awareness Week/Pride Month/World Music Day/Asian History Month/World Youth Skills Day
<b>Precise Learning Endpoints We want students to learn/be able to:</b>	1. Explain how and why early humans moved to worshipping gods and goddesses and how this affected society. 2. Reflect upon how early places of worship developed.	1. Reflect upon the importance of Christian teachings, beliefs and practices in Britain today. 2. Reflect upon the impact on their own lives.	1. Reflect upon the belief that all people deserve unconditional love. 2. Analyze different points of view with a range of evidence and examples eg Do sacred buildings still have a purpose?	1. Reflect upon their own beliefs and the beliefs of others respectfully. 2. Explain how a range of key Muslim concepts affect individuals, communities and society.	1. Reflect upon whether God is beyond human understanding. 2. Understand cause and effect and link to the concept of karma.	1. Evaluate whether all people can be equal. 2. To reflect upon whether it is possible to live a life of non-violence to all living things.
Ethics & Philosophy Year 8	Autumn Term		Spring term		Summer term	
Topic Summary	1	2	3	4	5	6
<b>Thinking Hard</b>	<b>The Island</b>	<b>The Island</b>	<b>Introduction to Ethics</b>	<b>Introduction to Ethics</b>	<b>Introduction to Ethics</b>	<b>Philosophy - The Problem of Evil</b>
<b>Developing Character</b>	Creating independence - What does it mean to survive? What is the difference between a group and a community?	Acquiring knowledge - Why are rites of passage important for human beings? How can we celebrate our anniversary? How do we look after our community?	Creating ambition - Is my opinion more important than yours? Is my life better than yours? Are all people sacred? Whose life is it anyway?	Not fearing failure - Is it right to kill someone for killing someone? How are animals used by humans? Do all people deserve human rights?	Acquiring knowledge - Is the death penalty an effective deterrent? Should we kill people for killing people? Should we improve prisons?	Acquiring knowledge - Can there be a God if suffering and evil exist in the world? How can there be evil in the world if God is omnipotent?
<b>Understanding Diversity</b>	Curiosity - Students follow a story about a group of people shipwrecked on an island with no hope of getting off it. They have to show all the character values we have as a school.	Curiosity - Students are required to understand the importance of key events in peoples' lives and how they are celebrated.	Grit/Self-assurance - Students are required to engage with ethical issues and develop their responses and reasons.	Optimism - Can we get rid of the digital divide that exists in the world?	Self-assurance - will engage with the material and develop their own responses to issues raised.	Mindfulness - Students will reflect upon the inconsistent triad and consider philosophical responses to the issues raised by the existence of evil and suffering.
<b>Literacy Reading, Oracy Gatsby, Careers</b>	Understanding mental and physical diversity - The story emphasises the importance of creating a community out of a range of very different people.	Awareness of where you live - Students need to reflect upon how their own ways of celebrating differ from others around them.	No limits to your destination - Students need to evaluate a range of different views and opinions on relevant issues relating to ethics.	Understanding environmental diversity - Different religious and spiritual responses to environmental issues.	Acquiring cultural capital - Students will be able to make an informed response to the issue.	Acquiring cultural capital - Students will be able to articulate their position as an atheist, agnostic or theist.
<b>Mental and Physical Well-being</b>	Creative writing in the form of a diary kept over the weeks/Reading on Sikhism	Creative writing in the form of a diary kept over the weeks/Reading on Shintoism	P4C Enquiry/Debates - developing verbal arguments/Reading on Judaism	Reading on People of the Torah	P4C Enquiry/Reading on The Buddhist Path	Reading on Evil and Suffering
<b>Cross-Curricular Links</b>	Teacher	Nun/Monk	Journalist	Civil Servant	Army	Dentist
<b>Extra-Curricular Links</b>	Discussion of survival and how to maintain physical and mental health under extreme conditions. Community & relationships.	Reflection upon the difference ways people celebrate	Self Control	Conscience - are people comfortable with how they live their lives?	Would improving prisons save people's lives when they are locked up?	Does the inconsistent triad make your brain ache?
<b>Precise Learning Endpoints We want students to learn/be able to:</b>	Developing diary writing - English/European Day of Languages/SMSC-spiritual-creative & imaginative writing/RSHE-the importance of community	Developing diary writing - English/Black History Month/STEM Day/SMSC-cultural-different ways people celebrate rites of passage & festivals	Debates - English/SMSC-social-how do different people respond to a range of ethical situations?/RSHE-rights & wrongs in the world	Computing - Link to digital divide & environmental (Geography)/SMSC-moral-recognising the difference between right and wrong/RSHE-how do our opinions differ on a range of ethical issues	Spirited Arts Home Learning - Art/SMSC-cultural-what are our shared values across a range of beliefs?	Links with RSHE - showing empathy with other people/SMSC-spiritual-how do you gain a sense of fascination in learning about the world around you?
<b>World Mental Health Day</b>	World Mental Health Day	Remembrance Day/Anti Bullying Week	Holocaust Memorial Service/Random Acts of Kindness Month	International Day of Women and Girls in Science/Internet Safety Day/LGBTQ+ History Month/Children's Mental Health Week	World Health Day/International Earth Day/Stress Awareness Month	World Day for Cultural Diversity/Mental Health Awareness Week/Pride Month/World Music Day/Asian History Month/World Youth Skills Day
<b>Precise Learning Endpoints We want students to learn/be able to:</b>	1. Apply links between the key concepts studied in The Island and the religions studied in Year 7. 2. Keep a diary detailing the events on The Island and write creatively about their adventures.	1. Explain the different ways people celebrate key events in life. 2. Analyze the impact of these celebrations on individuals, communities and society.	1. Reflect upon their own responses to a range of ethical issues. 2. Explain how religious people may respond based on prior learning.	1. Engage with topical material eg Animal Rights and explain the issues involved. 2. Evaluate and give a judgement about these issues.	1. Engage with topical material eg The Death Penalty and explain the issues involved. 2. Evaluate and give a judgement about these issues.	1. Understand the issues raised by the existence of evil and suffering for theists. 2. Evaluate and discuss the responses to the inconsistent triad.
Ethics & Philosophy Year 9	Autumn Term		Spring term		Summer term	
Topic Summary	1	2	3	4	5	6
<b>Thinking Hard</b>	<b>The A-Z of Religion</b>	<b>The A-Z of Religion</b>	<b>The A-Z of Religion</b>	<b>Prejudice and Discrimination</b>	<b>Prejudice and Discrimination</b>	<b>Prejudice and Discrimination</b>
<b>Developing Character</b>	Acquiring knowledge: What can people wear to express their religion? Creating independence: Are you an atheist, agnostic or theist and what has influenced your choices? Being creative: How did the world begin?	Acquiring knowledge: What do different religions believe about the afterlife? Being creative: do you think we should all prescribe to food laws, like some members of religions do?	Acquiring knowledge: What different rituals do religions have? Where do religious people worship? How do religious people celebrate? Where do religious people find their rules?	Acquiring knowledge: What is the difference between prejudice & discrimination? Changing the world: Can we ever get rid of prejudice & discrimination?	Changing the world: How did Rosa Parks, Martin Luther King and Malcolm X change the world for the better?	Acquiring knowledge: How and why did the Black Lives Matter movement start?
<b>Understanding Diversity</b>	Curiosity: How does your attitude to religion affect your life? How do your beliefs about creation influence attitudes to environmentalism?	Curiosity: What do you think happens when you die?	Kindness: How should we treat people from different religious cultures?	Mindfulness: Students will reflect upon their own experiences relating to prejudice & discrimination	Kindness: Students will reflect upon how they treat others in relation to prejudice & discrimination	Curiosity: Students will question the need for this type of movement.

<b>Understanding Diversity</b>	<b>Respecting human rights:</b> Should people be able to express their religious beliefs in public? <b>Understanding environmental diversity:</b> Are we responsible for climate change?	<b>Being a world citizen:</b> understanding there are countless different religious beliefs across the world regarding the afterlife and these should all be respected	<b>Awareness of where we live:</b> are there any religious holy buildings in or near Waterlooville?	<b>Being a world citizen:</b> Learning to respect and embrace difference	<b>No limits to your destination:</b> Can we eradicate racism in the future?	<b>Awareness of where we live:</b> Is this movement relevant to the area in which we live? Respecting human rights: How does racism impact on individuals and society?
	Teaching and Beliefs - Islam	Teaching and beliefs - Judaism	P4C to develop literacy/teaching and beliefs - Christianity	P4C to develop literacy/Article about a young couple that were beaten up and killed by teenagers	Teachings and Beliefs - Hinduism	Teaching and Beliefs - Sikhism
	Army	Chef	Priest	Teacher	Social Worker	Doctor
<b>Literacy Reading, Oracy Gatsby, Careers Mental and Physical Well-being</b>	The change in self	Reflection upon the afterlife - mindfulness	Mindfulness: how can we use meditation to improve our mental wellbeing?	Mindfulness: Students will reflect upon their own experiences	Reflection upon the impact on society - Mindfulness	Emotional Intelligence
<b>Cross-Curricular Links</b>	Geography - climate change/SMSC-spiritual-ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	SMSC-spiritual-sense of enjoyment and fascination in learning about themselves, others and the world around them	P4C to develop literacy, links with English - looking at Holy Books	European Day of Languages/Geography - Migration/SMSC-spiritual-knowledge of and respect for different people's faiths, feelings and values	Links with History - Civil Rights in America/Black History Month/SMSC-cultural-interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities	History/SMSC-cultural- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
<b>Extra-Curricular Links</b>	World Mental Health Day	STEM Day/Remembrance Day/Anti Bullying Week/World Aids Day/International Day of the Disabled Person/Human Rights Day	Random Acts of Kindness Month/Holocaust Memorial Service/International Day of Women and Girls in Science/Internet Safety Week/LGBTQ+ History Month/Children's Mental Health Week	International Day of Women and Girls in Science/Internet Safety Day/LGBTQ+ History Month/Children's Mental Health Week	World Health Day/International Earth Day/Stress Awareness Month	World Day for Cultural Diversity/Mental Health Awareness Week/Pride Month/World Music Day/Asian History Month/World Youth Skills Day
<b>Precise Learning Endpoints</b> We want students to learn/be able to:	1. Reflect upon attitudes to religious expression and individual rights. 2. Explain their own beliefs about the creation of the world and environmentalism as well as the beliefs of others. 3. Describe their position with regard to religion and reflect upon why they hold these views.	1. Understand different religious beliefs about the afterlife, particularly Christian and Islam. 2. Be able to describe Kosher food laws, for example not eating pork.	1. Different religions all have different holy buildings where they go to worship: Christians have churches, Muslims have mosques, and Jews have synagogues for example. 2. Holy books tell religious followers the rules, stories, and histories of their religions.	1. Explain the difference between prejudice and discrimination and give examples of each. 2. Reflect upon and describe their own understanding of prejudice and discrimination.	1. Explain the aims and beliefs of three prominent campaigners against racism. 2. Reflect upon whether racism can ever cease to exist.	1. Explain how The Black Lives Matter Movement started. 2. Reflect upon the need for this type of movement in their own community and wider society.
<b>Year 10</b>	<b>Autumn Term</b>		<b>Spring term</b>		<b>Summer term</b>	
<b>Topic Summary</b>	1 The Shoah	2 The Shoah	3 The Shoah	4 Law and Order	5 Law and Order	6 Law and Order
<b>Thinking Hard</b>	<b>Acquiring Knowledge:</b> What was life like for a Jewish person under the Nazi regime? Were all Nazis responsible for the Shoah?	<b>Acquiring Knowledge:</b> What was life like in the concentration camps? Who was sent to them? <b>Changing the world:</b> How can we work together to make sure a situation like the Shoah does not happen again?	<b>Acquiring Knowledge:</b> Why were the Jews singled out to be discriminated against by the Nazis? What is the lasting impact of the Shoah on society across the world?	<b>Being creative:</b> Why do we need laws in society? What are the benefits and advantages for society? <b>Not fearing failure:</b> What happens when people ignore laws?	<b>Changing the world:</b> What is the purpose of punishing people? Should criminals be rehabilitated? Do other countries have better penal systems than us?	<b>Changing the world:</b> Should we bring back the death penalty? <b>Acquiring knowledge:</b> Who in the world still uses capital punishment? What are the advantages and disadvantages of using the death penalty?
<b>Developing Character</b>	<b>Gratitude:</b> What should we be grateful for that helps insure we are not discriminated against?	<b>Kindness:</b> How should we be kind and accepting of different cultures?	<b>Optimism:</b> How can we focus on creating a positive future where things like the Shoah do not happen?	<b>Self-Control:</b> Which laws should be kept? Which are the most important rules in society? <b>Gratitude:</b> Why should we be grateful for the rules in society which keep us safe?	<b>Kindness:</b> How should criminals be treated? <b>Curiosity:</b> Are other countries more effective in rehabilitation criminals and enabling them to live positive lives after prison?	<b>Self-Assurance:</b> Can we structure a balanced debate about the pros and cons of reintroducing the death penalty?
<b>Understanding Diversity</b>	<b>Respecting human rights:</b> Are laws always put in place for the benefit of all members of society?	<b>Acquiring cultural capital:</b> Why is Anne Frank's story so important to learning about the Shoah?	<b>Respecting human rights:</b> Is it ever right to take away a person's freedom?	<b>Respecting human rights:</b> When are laws not advantageous? When should laws be overruled or ignored?	<b>Understanding democracy:</b> Should criminals be entitled to the same rights as the rest of society? No limits to your destination: What sort of life can criminals look forward to after prison?	<b>Respecting human rights:</b> Is it right to kill someone for killing someone?
<b>Literacy Reading, Oracy Gatsby, Careers Mental and Physical Well-being</b>	P4C to develop literacy/article about 2 teenagers - 1 Jewish and 1 German - who formed an unlikely friendship and helped each other throughout their lives	Teachings and Beliefs - Judaism	P4C to develop literacy, teachings and beliefs - Judaism	P4C to develop literacy/Article about a young couple that were beaten up and killed by teenagers	Teachings and Beliefs - Hinduism	The use of evidence and examples to support debates/Teaching and Beliefs - Sikhism
	Business owner	Author	Judge	Charity Worker	Nursery Nurse	Cabin Crew
	Reflection about retaining good mental health in difficult situations - mindfulness, self control	Reflection about how a lack of freedom would effect both mental and physical health	Emotional Intelligence	Reflection about how laws affect us - mindfulness	Reflection about whether criminals deserve equal rights - mindfulness	Reflection about whether it is ethically right to kill someone for killing someone - mindfulness
<b>Cross-Curricular Links</b>	European Day of Languages/SMSC-cultural-knowledge of Britain's diversity and discrimination laws, policies, and attitude.	Black History Month/History: How did the Shoah fit in with the rest of WW2?	SMSC-moral-ability to recognise why the Shoah was such a devastating event in history and continues to affect the lives of millions of people around the world.	SMSC-cultural-knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	SMSC-social-acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance.	History - how has the death penalty been used to control society in the past?/SMSC-moral-ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
<b>Extra-Curricular Links</b>	World Mental Health Day	STEM Day/Remembrance Day/Anti Bullying Week/World Aids Day/International Day of the Disabled Person/Human Rights Day	Random Acts of Kindness Month/Holocaust Memorial Service/International Day of Women and Girls in Science/Internet Safety Week/LGBT History Month/Children's Mental Health Week	International Day of Women and Girls in Science/Internet Safety Day/LGBTQ+ History Month/Children's Mental Health Week	World Health Day/International Earth Day/Stress Awareness Month	World Day for Cultural Diversity/Mental Health Awareness Week/Pride Month/World Music Day/Asian History Month/World Youth Skills Day
<b>Precise Learning Endpoints</b> We want students to learn/be able to:	1. Understand that the Nazi regime took away all human rights from Jewish people. 2. Understand that Jewish people did not leave Germany or other Nazi-occupied countries to 'escape' as they thought of themselves as both Jewish and German.	1. Understand why the diary of Anne Frank is such an important resource for studying the Shoah.	1. Understand the Nazis singled Jewish people by building on existing anti-semitism and using the Jews as scapegoats for WW1 and other historical events.	1. Explain how laws help to keep order in society. 2. Give examples of situations where the laws were considered morally wrong.	1. Explain the purpose of a range of punishments, giving examples. 2. Reflect upon the experiences of those locked up in prison in other countries and offer a point of view about the advantages of the systems.	1. Explain a range of arguments for and against the use of capital punishment, including religious teachings, beliefs and attitudes. 2. Reflect upon their own ideas and opinions about the death penalty.
<b>Year 11</b>	<b>Autumn Term</b>		<b>Spring term</b>		<b>Summer term</b>	
<b>Topic Summary</b>	1 Being Human	2 Being Human	3 Being Human	4 Medical Ethics	5 Medical Ethics	6
<b>Thinking Hard</b>	<b>Being creative:</b> What does it mean to be human? How can robots be compared to humans? <b>Acquiring knowledge:</b> What are robots missing?	<b>Not fearing failure:</b> What are the similarities and differences between humans and robots?	<b>Being creative:</b> Are robots capable of expressing emotions? What emotions are humans capable of showing and to what extent?	<b>Acquiring knowledge:</b> What are the developmental stages of a foetus? What do Quality of Life and Sanctity of Life mean? <b>Creating independence:</b> What are your ideas and opinions on when life begins?	<b>Development of literacy:</b> How do you construct a debate about the arguments for and against abortion?	
<b>Developing Character</b>	<b>Optimism:</b> Why won't humans ever be replaced fully by robots? <b>Self-Assurance:</b> Why are humans so unique?	<b>Self-Control:</b> What happens if robots lose control? Are they are danger to humans?	<b>Mindfulness:</b> Are robots capable of reflection and able to change their ways?	<b>Self-Assurance:</b> What evidence do you have to support your arguments about the start of life?	<b>Self-Assurance:</b> What arguments can you think of to participate in the debate?	

<b>Understanding Diversity</b>  <b>Literacy Reading, Oracy Gatsby, Careers</b> <b>Mental and Physical Well-being</b>	<b>No limits to your destination:</b> How are humans superior to robots? Acquiring cultural capital: Can robots appreciate the arts?	<b>Respecting human rights:</b> Should the same rights be given to robots as humans?	<b>No limits to your destination:</b> Can robots control their futures and show ambition? Understanding mental and physical diversity: Why are humans in danger of mental health issues?	<b>Respecting human rights:</b> Do the rights of the mother equal the rights of the unborn child? <b>No limits to your destination:</b> Is every embryo a potential life?	<b>Understanding democracy:</b> Can you show understanding and empathy towards those with different points of view?		
	P4C to develop literacy/Article about a young couple that were beaten up and killed by teenagers	Teachings and Beliefs - Hinduism	Teaching and Beliefs - Sikhism	Teachings and Beliefs - Judaism	Teaching and Beliefs - Islam		
	Prison Chaplain	Doctor	Journalist	Psychiatrist	Counsellor		
	Reflection upon the uniqueness of humans	Physical and mental differences with robots	Emotional wellbeing	Reflection about when life begins	Empathy		
<b>Cross-Curricular Links</b>  <b>Extra-Curricular Links</b>	European Day of Languages/SMSC-Spiritual-sense of enjoyment and fascination in learning about themselves, others and the world around them/RSHE-reflection on their abilities and achievements	Black History Month/SMSC-Spiritual-use of imagination and creativity in their learning-moral-ability to recognise legal boundaries and respect the civil and criminal law of England and human rights	Science/Technology/SMSC-spiritual-knowledge of and respect for different people's faiths, feeling and values	Geography - Quality of Life examples/SMSC-moral-understanding of the consequences of their behaviour and actions/RSHE-rights and wrongs of ethical situations	Science - Developmental Stages/SMSC-moral-interest in investigating and offering reasoned views about moral ethical issues and ability to understand and appreciate the viewpoints of others on these issues		
	World Mental Health Day	STEM Day/Remembrance Day/Anti Bullying Week/World Aids Day/International Day of the Disabled Person/Human Rights Day	Random Acts of Kindness Month/Holocaust Memorial Service/International Day of Women and Girls in Science/Internet Safety Week/LGBT History Month/Children's Mental Health Week	World Book Day/International Women's Day/Pi Day/International Sleep Day/British Science Week/World Health Day/Stress Awareness Month/International Earth Day	World Day for Cultural Diversity/Mental Health Awareness Week/Pride Month/World Music Month		
<b>Precise Learning Endpoints</b> We want students to learn/be able to:	<ol style="list-style-type: none"> <li>1. Reflect upon their own ideas about what it means to be human.</li> <li>2. Explain that humans, according to some people, have a soul which makes them unique.</li> <li>3. Explain that the soul enables people to have a relationship with God.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the ways that robots resemble humans.</li> <li>2. Consider whether robots are a threat to human life.</li> <li>3. Identify the rights which humans are entitled to.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and describe the emotions that humans are capable of demonstrating.</li> <li>2. Sum up the qualities and values which make humans unique.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain their own point of view about when life begins.</li> <li>2. Use evidence and examples to support their argument.</li> <li>3. Discuss whether the unborn child has rights.</li> <li>4. Explain the relationship between Sanctity of Life and Quality of Life.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a written debate using arguments for and against abortion.</li> <li>2. Participate in a verbal debate giving different points of view.</li> <li>3. Demonstrate empathy and understanding towards those with differing views.</li> </ol>		