

Ethics

PARENTS' MEETING

In this presentation

- ▶ **Who** can take ethics?
- ▶ **What** is taught in ethics?
- ▶ **How** is it taught?
- ▶ **Assessment**

Who can take Ethics?

- ▶ *“The parents of children and young people have the right to decide that their child does not follow Catholic Religious Education. For young people opting out of Catholic Religious Education, it is recommended that the Religious Education learning area will consist of an Ethical Education programme”.*

National Curriculum Framework (2012, p. 36)

Who can take Ethics?

- ❖ **Anyone who opts out of religion has to take ethics.**
- ❖ **Ethics is not just for foreign students. It is taught in Maltese and English.**
- ❖ **Ethics can be taken by children coming from all denominations including the Roman Catholic faith.**
- ❖ **It is irrespective of whether children attend doctrine lessons after schools. Children can still do their First Holy Communion and Confirmation if they take ethics at school.**
- ❖ **Children can still participate in all religious activities at school if they wish to do so.**

Year 1: *Myself and Relationships*

- ▶ **Module 1: *Myself – What makes me, me?***
- ▶ **Module 2: *Myself at home***
- ▶ **Module 3: *My Pets***

Module 1: Myself – what makes me, me?

- to introduce the notions of having a home
- privacy,
- sharing with others,
- caring for others,
- having relatives,
- having a family,
- enjoyment,
- being sentient,

- responsibility
- rights,
- duties,
- authority,
- obedience,
- justice,
- community,
- empathy, solidarity, helping others

Year 2:

Friendship and the classroom as a moral community

▶ **Module 1: Friendship**

▶ **Module 2: The classroom as a moral community**

▶ **Module 3: Rules and Authority**

Module 1: Friendship

- to explore the values of solidarity
- friendship
- help
- comfort

- protection
- respect
- giving
- politeness
- understanding

Year 3:

Beyond the Classroom: The Wider Environment

- ▶ **Module 1: Myself at School**
- ▶ **Module 2: Myself in my Neighbourhood**
- ▶ **Module 3: The Broader Social and Natural Environment**

Module 3: The broader social and natural environment

- Right of access
- Public
- Private
- Natural environment

- Ethical treatment of animals
- To whom do public places belong?

Year 4: : Justice and Virtues

- ▶ **Module 1: Aspects of Justice**
- ▶ **Module 2: Honesty, Respect, and Trust**
- ▶ **Module 3: Truth, Courage and Moderation**

Module 1: Aspects of Justice

- Unequal treatment
- Justice
- Fairness
- Preferential treatment

- Quality of human life
- Relationship of dependence
- Disadvantage
- Discrimination

Year 5: Values (Living with difference)

- ▶ **Module 1: Values: what are they?**
- ▶ **Module 2: Sameness and Diversity**
- ▶ **Module 3: Living with difference
(Tolerance and Solidarity)**

Module 2: Sameness and diversity

Community
Common values
Free will
Different religions

Secular humanism
Pluralist societies
Democratic politics

Year 6: Ethics Faith and Reason

- ▶ **Module 1: Faith and Reason**
- ▶ **Module 2: Faith and Moral Values**
- ▶ **Module 3: Reason and Moral Values**

Module 1: Faith and Reason

Christianity
Islam
Judaism

- **general history**
- **key beliefs**
- **key texts**
- **key traditions and celebrations**
- **forms of worship**
- **places of worship with their architecture, symbols, etc.**

Year 7: Rights, Freedoms and Truth

- ▶ **Module 1: Rights**
- ▶ **Module 2: Rights/Duties/Obligations**
- ▶ **Module 3: Animal Rights**

Module 2: Rights, Duties, Obligations

- ▶ to introduce the idea of the reciprocity of rights and obligations using the family community as a model and extending it to other social groupings

Year 8: Freedom, Obligation, and Consequences

- ▶ **Module 1: Freedom and Obligation**
- ▶ **Module 2: Consequences and Motives**
- ▶ **Module 3: Morality as Law**

Module 2: Consequences and motives

- ▶ To discuss in depth the notion of consequences or outcomes and the importance of considering them in judging the rightness or otherwise of actions

Year 9: Respect for Self and Others

- ▶ **Module 1: Self and Others**
- ▶ **Module 2: Self-respect**
- ▶ **Module 3: Respect for Others**

Module 3: Self and Others

- ▶ To strengthen the discussion of moral responsibility; what it means and the importance of responsible life-choices

Year 10: The Ethics of Care

- ▶ **Module 1: The Ethics of Self-Care**
- ▶ **Module 2: The Ethics of Care for Others**
- ▶ **Module 3: The Ethics of Dependence**

Module 2: Caring for Others

- ▶ To strengthen still further the moral argument against bullying by representing it as the very contrary of our responsibility to care for the other, care for the others being presented as the positive form of respect

Year 11: Life and Death Issues

- ▶ **Module 1: The Value of Life**
- ▶ **Module 2: Life and Death Issues**

Module 1: The value of life

- ▶ To introduce the students to the notion of a right to life and to the issues it raises, to teach them how to reflect on these issues and how to discuss them responsibly.

How is ethics taught?



- ❖ Discussion
- ❖ Activities
- ❖ Projects
- ❖ Out of school visits
- ❖ Show and tell
- ❖ Presentations
- ❖ Guest speakers
- ❖ Debates
- ❖ Role plays

Assessment



Assessment for Primary Schools

Formative assessment	60%
show and tell group work task Individual writing tasks	
Summative assessment	40%
Written examination	
Total mark	100%

Assessment for Middle Schools

Formative assessment	60%
Project Reflective Journal	
Summative assessment	40%
Written examination	
Total mark	100%

Assessment for Secondary Schools

Formative assessment: Paper 1 Coursework	60%
Assignment 1	15%
Assignment 2	15%
Assignment 3	15%
Assignment 4	15%
Assignments can include projects, presentations, fieldwork, debates, blogs, reflective journal, etc.	
Summative assessment: Paper 2A or paper 2B	40%
Written examination	
Total mark	100%

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