

Philosophy and Ethics at Stantonbury International School



At Stantonbury International School we take a holistic view of the delivery of Philosophy and Ethics. While ensuring we offer full and complete full and thorough coverage of Philosophy and Ethics content at both Key Stage 3 and Key Stage 4 we also recognise that we must offer a rich and personalised offer for Key Stage 4 students taking their options.

In accordance with best practice in relation to Safeguarding throughout the curriculum we aim to fully prepare students for Life in Modern Britain using the Philosophy and Ethics curriculum. In a multicultural society such as the UK, we must hold in mind the need for a fully inclusive curriculum around (Philosophy and Ethics) and so we ensure that we are fulfilling our statutory requirement to cover Philosophy and Ethics in a wide range of ways.

In Key Stage 3 this happens in the Middle Years Pathway, ensuring an integrated approach to all three Humanities (Individuals and Societies) subjects – History, Geography and Philosophy and Ethics. We have a forward thinking and progressive approach to our delivery which assures our students that we join them in taking pride in their vibrant and varied cultural identities and wish to celebrate the diversity of our community in a fully inclusive curriculum.

In Key Stage 4 the delivery is more holistic and embedded in our tutorial programme where we celebrate a rich diversity of festivals, traditions and celebrations. We seek to follow this up with our assembly programme as we are frequently treated to external guest speakers such as the Milton Keynes BridgeBuilder Trust, a local Christian organisation who deliver assemblies on moral and ethical themes in line with their Christian faith.

In Sixth form we ensure students receive delivery in their Learning for life days and morning tutorial programme.

We have intentionally designed our Philosophy and Ethics curriculum to go beyond simply fulfilling the criteria of “broad and balanced”, cultivating a forward-thinking and wide-ranging provision in a way that is sensitive to the unique and specific character of our students.

The particular religious, social and cultural background of our students means we must take into account of the wide-ranging nature of these backgrounds when we select certain topics or religions to focus upon the community and that means that we have to sensitively design a fully-inclusive curriculum in order to assure our students that we care and appreciate them as whole young people – with unique and diverse identities and backgrounds that we wish to celebrate with them.

Our Whole School curriculum for Philosophy and Ethics, supported by the Fundamental British Values and Social, moral, spiritual and cultural delivery across the school curriculum and especially in the Individuals and Societies Middle Years programme (MYP) ensures the following:

- connections are made in students’ minds between what they are learning in different topics in a discipline and between different disciplines
- students are taught subjects and disciplines in a way that helps students master basic skills and build on these to develop deep understanding of the material and the ability to apply their knowledge in unfamiliar contexts
- Students are encouraged to make creative contributions
- Students are supported to explore their interests and passions, exposing them to new possibilities
- Learning habits are nurtured in all of the Humanities (Individuals and Societies) subjects and activities that help students understand themselves as learners so that they can help themselves learn new material
- students are supported to develop their emotional, physical and creative competences

- students are supported in their development of collaborative and individual learning habits and skills
- Challenge is provided at the highest level while ensuring the learning remains accessible and engaging for all.

In accordance with the ambitious and unapologetic aims of our MYP course, we are about shaping and creating global learners, alive to the challenges of the Twenty-first Century world which specifically ensures we are effectively preventing radicalisation, contributing to the creation creating a harmonious and healthy society (while recognising that we are a microcosm of this at SIS) while also being aware of the dangers of “them and us” attitudes that can arise in all social, cultural and religious communities and our 21st Century learners with the skills and capacity to respond to those challenges. Essentially cultivating students who are critical thinkers, with the ability to debate in healthy ways using language that is both challenging and respectful.

