

Yr.1 (Age 4-5)

General Topic: Myself and Relationships

Module 1 (1st Term): Myself – What makes me, me?

Objectives:

- to begin to create the desired classroom environment for the discussion of ethics;
- to begin the process of thinking self-awareness in the children;
- to sensitize the children to the importance of being individual and of being different;
- to explore the notions of name, identity (being an individual, a person), distinctness and difference, being a stranger, being a person;
- to explore the values of uniqueness, identity, difference, being a person, complexity;
- to introduce children to the idea of sharing a story, idea, discussion;
- to introduce children to the values of speaking honestly, listening to others, and considering what they hear;
- to introduce children to the skills of telling, narrating, exploring ideas, understanding, sharing information, listening, thought experiment (putting oneself in another's shoes);

Module 2 (2nd Term): Myself at home

Objectives:

- To appreciate the value of being alone and to introduce the children to the notion of privacy;
- to get children to appreciate the importance of not being alone and to introduce the notion of having relationships with others;
- to illustrate the idea that relationships are different and important for us;
- to make them aware that they are what they are through these relationships;
- 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;
- to reinforce the skills of speaking; of discussing, narrating, exploring, explaining, reasoning, comparing, and of listening;
- to introduce the values of play, privacy, interaction/communication with others, caring, sharing, difference, empathy, solidarity.

Module 3 (3rd Term): My Pets

Objectives:

- to explore the significance of having pets in the home, of what it means to **own** a pet – what kind of owning is right;
- to distinguish domestic from non-domestic animals, and to explore the distinction;
- to begin to explore ethical relations with the animal world of which our relationship with pets is the beginning;
- to introduce the general moral implications of the distinction between objects and sentient beings, beings that feel or experience;
- to explore the notions pet, caring for, needs, cruelty, ownership, wrongness (as not something we should do), same and different treatment (of animals);
- to develop the skills of discussing, narrating, exploring, explaining, imagining, reasoning, media gathering, empathising, comparing;
- to explore the values of caring, rightness, kindness, taking responsibility for.

Yr 2 Age 5-6

General Theme: Friendship and the Classroom as a moral community

Module 1 (1st term): Friendship

Objectives:

- to explore the relationship of friendship in order to sensitize children to its different forms, meanings, and dimensions;
- to get the children to explore and discuss the importance of friendship in their lives;
- to sensitize the children to the pain of those who are friendless, who have no friends, or are deprived of them;
- to instil a better understanding in children of the difference between friend, acquaintance, and stranger;
- to explore the notions of friend, special friend, acquaintance, stranger, 'telling on', trusting, intimacy (or closeness) sharing, giving and taking, equality;
- to take the notion of pet further by discussing whether one's pet can be one's friend;
- to develop the skills of discussing, narrating, exploring, explaining, imagining, reasoning, media gathering, empathising, self-examining, comparing;
- to explore the values of solidarity, friendship, help, comfort, understanding, protection, respect, giving, politeness.

Module 2 (2nd term): The classroom as a moral community

Objectives

- to extend the notion of a friend to classmates; to get the children to see their classmates as friends;
- to introduce classroom friendship as a special kind of relationship based on the perception of the class as a community;
- to begin to introduce moral issues for discussion and exploration and through them highlight key values that are shared by a moral community;
- to sensitize the children to harm and hurting others as moral issues and acts contrary to friendship;

- to sensitize the children to the fact and immorality of different kinds of bullying and to begin to foster, through the idea of community, a spirit of solidarity with victimised classmates;
- to explore the notions of: special friends, relationships, sharing, community, teasing, loyalty, harm, hurt, affection, common purpose and interest, acting together, support, leaving out, getting one's own back, sharing, rule-making, solidarity, deserving, forgiveness, making-up;
- to introduce the moral principles of rightness, obligation, and right (to play) into the children's vocabulary and thinking;
- to further cultivate the skills of discussing, narrating, exploring, explaining, imagining, reasoning, media gathering, empathising, comparing;
- to explore the values of: loyalty, betrayal, affection, sharing together, solidarity, acting together, supporting others, falling out, forgiveness, making-up, caring for, respecting difference, empathising.

Module 3 (3rd term): Rules and Authority

Objectives

- to complete the exploration in the previous module of the classroom as a community, by bringing in the other aspect to that of friendship and cooperation, namely rules and authority;
- to explore the notions of rules and authority for better understanding of their meaning in a broader context, in the home, and in the classroom;
- to introduce the notion of equality, what it implies, and what it could mean in practice in a classroom setting, what its limits are, and to introduce the notion of equality of treatment;
- to introduce the notion of rules and to highlight their importance in any cooperative undertaking, including the home and classroom;
- to sensitize the children to the meaning of dependence as a positive quality;
- to explore the meaning, justifications, forms, and limitations of punishment as a form of rules-enforcement;
- to explore the notions of: authority, inequality, equality of treatment, status, rules, enforcement, game, dependence, caring, responsibility, protecting, enabling, restricting, commanding, making rules, taking decisions, fairness, respect, consideration, punishment, upbringing;

- to develop the skills of: discussing, arguing, narrating, exploring, explaining, understanding, reasoning, comparing;
- to explore the values of: equality of treatment, enforcement of rules, caring, responsibility, protecting, enabling, fairness, respect, consideration.

Year 3 Age 6-7

General Theme: Beyond the Classroom: The Wider Environment

Module 1 (1st Term) Myself at School

Objectives

- To continue to explore the twin themes of individual and common, of the self and other in the discovery of identity and difference;
- To extend the self-consciousness of the pupils as social beings in a context wider than the classroom which is the school;
- To explore the relations of the self within that context and to present the school as a broader moral community than the home and classroom, one that includes strangers;
- To begin to explore the idea, and the moral status, of being a stranger as against being a friend or acquaintance;
- To promote the idea of the school as a moral community marked by care for and about others, even those of its members who are strangers;
- To introduce the idea of property and of valuing property both that belonging to ourselves and others;
- To begin sophisticating the dynamics of an ordered discussion systematically by insisting on fundamentals like not speaking out of turn, giving due space for others to speak, and listening to others without interruption.

Module 2 (2nd term) Myself in my Neighbourhood

Objectives

- To explore the idea of neighbourhood as a geographical and social space;
- To explore the implications of living in such a space, in a neighbourhood, what it means in terms of relationships and obligations;
- To introduce the distinction between something being private and public;
- To render the children self-conscious of the fact that they live not just in their homes but in their neighbourhood where their home is located;
- To continue to develop their understanding of the different notions of friends, acquaintances, and strangers and to explore them as relationships within neighbourhoods;

- To explore the rights and obligations such relationships entail;
- To explore the different forms the claim to ownership, to something being ‘mine’ and/or ‘ours’ can take;
- To reinforce the distinction explored in previous modules between how we treat objects and animate beings – what one’s obligations towards either should be;
- To further discuss the notion of being a stranger and to explore its meaning in a neighbourhood context;

Module 3 (3rd Term): The Broader Social and Natural Environment

Objectives

- Introducing children to the principle of reciprocity, of mine and yours, as a principle of fairness;
- Further exploring the meaning of belonging to a place and extending it from home, neighbourhood, class, school, to the broader reality of living in a wider society;
- Introducing the children to the idea (the responsibility) of joint custodianship of the physical environment, the place we live in, of streets and other public spaces, the need to protect and care together for what we use together;
- Extending the idea of joint custodianship, the obligation to care for, to the sea and the natural world that also ours in common;
- Exploring further the idea of caring for animals, not just domestic and in the home but in public places and in the wild also;
- Introducing the first discussion of a controversial subject under conditions of a civil discussion with the subject: Should wild animals be hunted?;
- Teaching and insisting on the rules for such a discussion to take place;
- Sensitizing children to the reality of difference in their class, school, neighbourhood through exposure to the narratives of foreigners who share the classroom and school with them as communities;
- Introducing the children to the idea of a natural environment including the air we breathe and the atmosphere in general;
- Introducing them to the idea of a shared world together our local natural environment being part of a world-wide ecological system which we are also obliged to care for.

Year 4 (Age 7-8)

General Theme: Justice and Virtues

Module 1 (1st Term): Aspects of Justice

Objectives

- To introduce the pupils to the notion of justice in its different and complex forms.
- To introduce the pupils to the notion of a need and to explore it in depth in connection, particularly, with justice as fairness.
- To introduce the pupils to the distinction between personal and role relationships with others.
- To discuss the issues of disadvantage and preferential treatment as issues of justice.
- To take the discussion of the notions of retribution, or getting one's own back, and of forgiveness, already explored in a previous module **[find]** to more depth.
- To explore the issues of merit and punishment separately and together, to examine the latter, already taken up in previous modules **[find]** more closely.
- To introduce the pupils to the idea and the necessity of having working definitions of the notions we use in the interest of meaningful discussion.
- To illustrate how, through what process of thinking, such working definitions are arrived at.

Module 2 (2nd Term): Honesty, Respect, and Trust

Objectives

- Understanding and promoting the values of honesty, trust, and respect.
- Promoting these same qualities as virtues or desirable qualities of character.
- Exploring honesty as a relationship with oneself and with others – with regards to the latter the relationship on which trust is based.
- Exploring the social value of trust.
- Examining the notions of lying and deceit with their differences in detail and raising moral questions about them.
- Continuing to consolidate the idea by illustration that to be fruitfully discussed notions need to be explored and analysed for their meaning.

- Introducing the notion and the importance of moral principles with which to guide one's life and give it consistency.

Module 3 (3rd Term): Truth, Courage and Moderation

Objectives:

- To examine and explore the notions of truth, courage, and moderation separately and together.
- To promote these qualities as qualities of character that should be encouraged and cultivated personally.
- To introduce the idea of a virtuous act as one that avoids extremes which tend to be harmful, and of a virtuous character as one disposed to moderation.
- To consolidate the distinction between impulsive and reflective acts.
- To introduce caring for truth and justice and for others as motives for moral action.
- To introduce the notion of moral courage as a willingness to do what is right in difficult circumstances – thereby consolidating the notion of a moral principle introduced in Module 2 above.
- To introduce moral cowardice as a form of egoism and moral blindness.
- To introduce and sensitize the pupils to situations of moral complexity which can take the form of dilemmas.
- To provide more exercises into the skills of analytical and reflective thinking and discussing.

Yr 5 (Age 8-9)

General Theme: Values (Living with difference)

Module 1 (1st term): The Nature of Values

Objectives:

- To reinforce the notion of a virtue, which was the general theme of the Yr.4 programme.
- To introduce the pupils to the notion of something or someone being valuable; to take them into an analysis of the term and notion of value.
- To introduce the pupils to the notion of something being **a good** and of value being of this kind, as distinct from something being good, and to the distinction between intrinsic and instrumental goods.
- To explore more especially the difficult idea of something being an intrinsic good or having an intrinsic value and to connect the idea of having intrinsic value ethically with the idea of being a person.
- To make the connection between being human and being a person (an object of moral worth, and therefore worthy of respect for that reason) explicit.
- To introduce pupils to the idea of a moral law which will be important in the future.
- To introduce the moral distinction between judging persons and judging actions, and to introduce also the notions of moral approval and responsibility.
- To introduce the notion of a free will and to connect it with moral responsibility.

Module 2 (2nd term) Sameness and Diversity

Objectives:

- To reinforce the pupils' understanding of the notion of moral responsibility and to explore further the idea of a free will and the possible limitations to the exercise of such a will.
- To sophisticate the discourse of values further by exploring, this time, not what they mean but where they come from, namely the community/ies we belong to.
- To connect values with upbringing; to make the point, especially, that our values, the values that are dear to us, are passed on to us, and depend on where we are born and how we are raised – a point important for the value of tolerance.

- To distinguish what seems to be valued universally by virtually the whole of humanity, and what is valued particularly from within different communities.
- To begin to explain the differences between what different communities value and reject in historical and geographical terms.
- To introduce the idea of a pluralist society, one that tolerates difference and diversity and to represent Maltese society as such a society.
- To introduce peaceful and cooperative co-existence, which is based on the right to be different, as the first challenge of a pluralist society.
- To connect the ethics of a pluralist society with democratic politics which are introduced to the pupils as a politics of persuasion as opposed to a politics of coercive force or repression.
- To introduce the important distinction between values and facts.

Module 3 (3rd term) Living with difference (Tolerance and Solidarity)

Objectives:

- To take up the meaning of sameness and diversity from Module 2 and explore it further and deeper.
- To distinguish a universal sense of sameness, our human sameness, from the restricted sense of sameness which is our ethnocentric sameness and which makes us different from other humans who do not share it.
- To introduce the idea of human beings as all belonging to a universal moral community which idea, in turn, produces the language of human rights.
- To extend the idea of a community of communities in Module 2 from the school to the wider Maltese society, as an inclusive community, one which tolerates and accommodates diverse communities.
- To explore the notion of inclusiveness, of an inclusive society or community and how such a society or community expresses itself socially.
- To sophisticate the notion of a pluralist community by returning to the meaning of community and describing how a community is inclusive or pluralist.
- To explore the notion of tolerance which is required for people to coexist peacefully as a community in depth, particularly the notion of democratic tolerance and its limits.
- To enter into a similar exploration of the allied notion of open-mindedness, which should not be confused with extreme permissiveness or subjectivity.

- To represent an inclusive, pluralist, community as one which requires more than tolerance, which is the minimal requirement for co-existence, which requires the solidarity of community between its members.

Year 6 (Age 9-10)

General Theme: Ethics Faith and Reason

Module 1 (1st term) Faith and Reason

Objectives:

- To renew and deepen the discussion on the meaning and value of tolerance in pluralist societies.
- To educate the pupils' disposition towards being tolerant and respectful towards those of other religious outlooks than their own.
- To familiarize pupils with basic knowledge of, and the key beliefs, of the different religious outlooks identified in the module by giving them information about the different aspects of the religions.
- To continue to re-inforce the idea that the difference between the outlooks is an accident of historical and geographical circumstance (i.e. not anybody's fault or merit), as is their presence in Maltese society.
- To make the point that although there are important differences between the different religions there are also many similarities that are profound and on which they agree, and that this should enable them to be more tolerant of each other.
- To begin a discussion on the nature of and the relation between faith and reason, religion and science, which will continue into the third module, where they conflict and where they are reconciled.
- To introduce the pupils to systems of belief where moral authority is religious faith, to help them understand where that authority has its source, how it is structured and expressed (sacred texts and divine revelation, a priestly class who are also scholars, and through an interpretative tradition) within different religions, and to explain the difference of moral outlook in terms of which authority one recognises.

Module 2 (2nd term) Faith and Moral Values

Objectives:

- To continue to educate the pupils' disposition towards being tolerant and respectful towards those of other religious or non-religious outlooks than their own.
- To continue with the basic description of the different religious outlooks in the previous module by extending it to features of the outlooks that are ethically significant.

- To explore further the discussion about the relation between faith and reason begun in the previous module.
- To consolidate the previous module's emphasis on the similarities between the different faiths and religions, but also to identify the fundamental differences.
- To explore at more depth the notion of religious authority, how it expresses itself, and how, from a religious perspective, moral authority is nearly indistinguishable from the authority of faith and religion.
- To explore the nature of religious customs, ritual, worship, prayers within the religions, as well as the places of public or common worship and their bearing on the morality of the religion.
- To explore the nature of fasting, prayer, and spirituality within and between the religions and to show the bearing of these practices and outlooks on the believer's moral life and beliefs.
- To explore the relevance of the belief in God, in an after-life, and in sin (an offence against one's God) in determining moral or ethical behaviour in the three religions.

Module 3 (3rd term) Reason and Moral Values

Objectives:

- To continue to educate the pupils' disposition towards being tolerant and respectful this time not towards those of other religious faiths but towards those who have no God and no religious outlook.
- To provide the pupils with a very basic account of secular humanism, of its history and evolution from Ancient times until today, and of modern humanism's beliefs, values, and outlook on the world and on human life.
- To introduce the individualist moral culture which defines secular humanism and which is so influential in the Western world today, which speaks the language of autonomy; of making oneself responsible for the moral laws one makes for oneself.
- To introduce, but only to **introduce**, the notion of conscience which, for the secular humanist is its own moral authority, guided by one's unaided reason.
- To introduce the humanist attitude towards humanity which (because of its Stoic and Christian influences) it regards as a single, universal, moral community where everyone is owed the same consideration and respect.
- To sensitize the pupils to the different ways in which humanists and religious believers regard science, which is not based on faith but on factual knowledge and explanation.

- To put the argument that although believers and secularists have a very different understanding of the world and of the source of moral authority there are several attitudes towards the world they share, and several basic values also; their opposition to cheating, lying murder, and so on – and that it should be these, the common values they share, that they are interested in rather than where they come from.

Form 1 (Age 10-11)

General Theme: Rights, Freedoms, Duties and Obligations

Module 1 (1st term) Rights

Objectives:

- to establish the value of the tool of conceptual analysis in moral argumentation, discussion etc.;
- to begin a weekly journal briefly recording the contents of the week's lessons;
- to introduce the notion of a valid argument as distinct from an invalid;
- to explore the notion of a right, its meaning, as it is used in different languages that we speak in everyday life; legal, political, social, etc. as well as moral or human, with the students;
- to help them see the difference between what truly has the status of a right and what is merely desired, wished for, or wanted, and what should not count for a right;
- to introduce the idea of rights in different contexts of **membership** in the classroom, the school, the community, the society distinguishing such rights from **moral** rights that are universal or human;
- to introduce them to the idea of specifically children's rights and to the Charter of Children's Rights;
- to explore the notion of a universal right as a 'human right' and to introduce them to this expression, which will continue to be used;
- to distinguish rights into the two main kinds; freedom and welfare rights;
- to establish that the rights of whatever kind one enjoys are never absolute and are curtailed by similar or other rights of others;
- to establish that rights always come with duties, responsibilities, or obligations;
- to discuss the 'right to play' as a human right and to make a case against bullying.

Module 2: Rights/Duties/Obligations

Objectives:

- to continue to press on the use and value of the tool of conceptual analysis in moral argumentation, discussion etc.;
- to continue with the weekly journal;

- to do simple exercises with the students distinguishing valid argument from invalid arguments;
- to consolidate the understanding of the distinction between particular or membership rights and universal rights thus consolidating their understanding of a moral right;
- to examine and explore the notions of family, culture, dependence, duty, authority, and human rights thus far encountered to a different depth;
- to further explore the ethics of dependence, family rights and obligations of care, respect and obedience owed to parents;
- to further the discussion of cultural difference in order to illustrate how its is reflected in the family cultures of different societies, and to link cultural with moral difference;
- 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;
- to represent lack of voice as a restriction on claiming/enjoying one's rights and to explore the question whether we are not morally obliged to speak for the voiceless;
- to represent the practice of bullying as a violation of human rights as part of the case against begun in the Primary programme.

Module 3: Animal Rights

Objectives:

- to continue to illustrate the value of, and to use, the tool of conceptual analysis in moral argumentation, discussion etc.;
- to continue with the weekly journal;
- to do simple exercises with the students distinguishing valid argument from invalid arguments;
- to extend the discussion on rights to animals by raising the question of the moral status of animals and the sense in which animals can be said to have rights;
- to explore the idea of animals (pets in particular) as human property in terms of rights and obligations;
- to raise consciousness on the need to respect animal life in all its forms and to discuss what that could mean;
- to sensitize students to different kinds of animal cruelty, represented as a harm;

- to introduce them to the legal measures in Maltese society to fight animal cruelty in its different forms;
- to introduce the students to the idea that our wild life is the natural heritage of the whole of humanity and needs to be respected as such.

Form 2 (Age 11-12)

Theme: Freedom, Obligation, and Consequences

Module 1: Freedom and Obligation

Objectives:

- to sophisticate the weekly journal to add personal reflection to reporting on the sessions;
- to exercise the students further in the evaluation of valid and invalid arguments;
- to explore the notion of freedom generally as freedom of action and choice;
- To explore the notion of freedom together with those of dependence and respect for the rights of others;
- To deepen the exploration of the relationship between freedom and the need for rules;
- To take on the question whether we are always obliged to obey rules and commands given us by an authority (someone authorised to set rules and command);
- To discuss the notion of harm further by distinguishing physical from mental harm and deepening a discussion on the latter;
- To explore the idea of freedom as a power involving choice and to explore its limits, distinguishing habitual from reflective action;
- To explore the meaning of reflective action, what it involves and its importance in the moral life.

Module 2: Consequences and motives

Objectives:

- To introduce the students to the distinction between validity which is a property of arguments, and truth which is the property of statements;
- To introduce a second level in the evaluation of arguments; the truth of the statements made in it, if they claim to be true;
- To introduce the students to two important components of moral judgment; the motive and consequences of moral actions;
- To underline the importance of motive in judging the moral merit of an action;
- To explore the idea of moral worth;

- To distinguish the actor from the act as the recipients of moral judgment and to tie motive to the former consequences to the latter;
- To discuss in depth the notion of consequences or outcomes and the importance of considering them in judging the rightness or otherwise of actions;
- To introduce the students to the distinction between self-interest and egoistic, i.e. anti-social behaviour;
- To illustrate the discussions by connecting them with the act of bullying, hence once more reinforcing the fight against bullying as a form of cruelty.

Module 3: Morality as Law

Objectives:

- To increase the importance of personal reflection as against simply reporting in the journal;
- to exercise the students further in the analysis and evaluation of valid and invalid arguments;
- to introduce the students to the notion of and common examples of informal fallacies;
- To introduce the students to the view that morality consists of obedience to a **moral law** in its respective religious and secular versions;
- To reinforce the influence for the faithful of their religious faith on their moral outlook;
- To continue to distinguish religious and secular moral culture both of which are the reality of our Maltese society;
- To represent Maltese society as one that is **tolerant** of different religious and moral belief;
- To explore and promote the **value** of tolerance of difference and its **limitations**, namely that not everything should be tolerated;
- To explore the moral language that is couched within the view of morality as obedience to a moral law;
- To introduce a first distinction between an **individualistic** and **communitarian** moral outlook.

Form 3 (Age 12-13)

Theme: Respect for Self and Others

Module 1: Self and Others

Objectives:

- To re-introduce the journal as self-reflective writing on moral matters;
- To introduce students to the distinction between belief supported by opinion, and truth or fact supported by evidence (science), and between supported and gratuitous opinion;
- To teach students to write arguments of their own on selected topics or issues;
- To reinforce the idea of the self as an individual and social being – to begin a more detailed exploration of the relationship between the two;
- To explore the tension between demands of the community and individual freedom in the making of the self;
- To enter into a deep analysis of the meaning of community, its relation with truth, and to distinguish different kinds of community; closed and open;
- To explore these different kinds of communities, the amount of uniformity they imply and the issues of difference and tolerance they raise;
- To pursue the discussion of tolerance as a characteristic of open communities;
- To enable a more sophisticated discussion of the question ‘Who am I?’ – to make it a question of self-reflection;
- To introduce students to the importance of self-reflection, of living the examined life, and ultimately of self-mastery;
- To strengthen the discussion of moral responsibility; what it means and the importance of responsible life-choices;
- To discuss influence and the place of role-models in our lives and the difference between good and bad role-models.

Module 2: Self-respect

Objectives:

- To refine the journal as self-reflective writing on moral matters;
- To exercise students in the evaluation and writing of arguments on selected topics or issues;

- To further explore the limits of self-regarding actions and to introduce the notion of side-effects as a limitation;
- To explore the distinction between a healthy self-regard and a self-regard which is the contrary; obsessive, narcissistic, and morally unhealthy;
- To further explore the meaning of harm and particularly of self-harm, to introduce and discuss some practices of self-harm from the perspective of freedom and from a moral perspective;
- To consider the practices of self-exposure/disclosure on the social media as possible practices of self-harm, and to discuss cyber-bullying in general as a moral issue;
- To discuss the distinction between responsible and praiseworthy and irresponsible or capricious risk-taking;
- To introduce the distinction between the egoistic or self-seeking, and the altruistic or generous;
- To introduce the notion of physical and mental/emotional integrity as a moral duty one owes oneself.

Module 3: Respect for Others

Objectives:

- To further refine the journal as self-reflective writing on moral matters;
- To further exercise students in the evaluation and writing of arguments on selected topics or issues;
- To introduce the notion of making something of oneself, of living a positive fulfilled life as against a negative and empty one;
- To continue to explore the meaning of freedom together with that of responsibility in order to co-ordinate the two ideas; freedom with responsibility;
- To re-present self-centred egoism described in the previous module as a form of moral blindness;
- To further explore the idea of justice together with that of equality of consideration, and to equate the absence of the latter with ethical insensitivity;
- To introduce the students to and get them to engage with difficult and complex moral situations that will exercise their thinking;
- To emphasize the value of moral reasoning as indispensable for responsible moral choice;

- To extend the notion of moral responsibility to the animal realm; to the question whether we have the same moral responsibilities towards animals as towards humans.

Form 4 (Age 13-14)

General Theme: The Ethics of Care

Module 1: The Ethics of Self-Care (1st Term)

Objectives:

- To consolidate the writing of the journal as self-reflective tool on moral matters that interest or affect their daily lives;
- To consolidate the students' skills and abilities to examine arguments and to write arguments of their own on selected topics or issues;
- To press home the importance of self-reflection, of living the examined life and exercising self-mastery as a necessary element of responsibility for oneself;
- To enable students to pass from reflecting on self-respect and respect for others to reflecting on how this respect is translated into care for self and for others generally then focussing on the self;
- To continue in this way to press home the importance of self-reflection, of living the examined life and exercising self-mastery as a necessary element of care for oneself and others;
- To continue to reinforce the idea of the self as an individual and social being and to continue a more detailed exploration of the relationship between the two;
- To strengthen the discussion of moral responsibility; what it means and the importance of responsible life-choices;
- To explore the notions of care, pleasure, pain, and happiness (understood as well-being) separately and together for a deeper understanding of these notions and their relations with each other;
- To promote the Aristotelian view of happiness as *eudaemonia* against competing hedonistic doctrines and to identify caring for oneself with a *eudaemonic* existence.

Module 2: Caring for Others (2nd term)

Objectives:

- To consolidate the writing of the journal as self-reflective tool on moral matters that interest or affect their daily lives or experiences;
- To consolidate the students' skills and abilities to examine arguments and to write arguments of their own on selected topics or issues;

- To continue in this way to press home the importance of self-reflection, of living the examined life and exercising self-mastery as a necessary element of responsibility for self and others;
- To enable students to pass from reflecting on self-respect and respect for others to reflecting on how this respect is translated into care for self and for others;
- To introduce the ethics of perfectibility (of self-improvement, of making something of one's life) as a more advanced understanding of care for oneself, to link it with self-esteem, and to tie care for oneself with caring for others;
- To explore the notion of self-esteem in general and to represent positive self-esteem as an indispensable ingredient both of care for oneself and 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;
- The presentation of love as the extra-ordinary dimension of the care for others, taking us beyond the latter in the sense of care and the exploration of the relationship of love with sexual pleasure;
- To help the students to understand the difference between the moral and the legal and to appreciate how they are brought together in different societies.

Module 3: The ethics of dependence (3rd term)

Objectives:

- To consolidate the writing of the journal as a self-reflective tool on moral matters that interest or affect their daily lives or experiences;
- To consolidate the students' skills and abilities to examine arguments and to write arguments of their own on selected topics or issues;
- To introduce the students to a deeper level of debate by encouraging them to bring into it the different considerations, of rights, obligations, consequences, etc. explored in earlier modules in a systematic way;
- To help them debate the issue of the relationship between love and sexual pleasure and to promote and discuss the notion of responsible sex;
- To introduce and discuss the notions of vulnerability and dependence as notions that fall into the debate of care of oneself and others;
- To introduce the students to the principle of reciprocity, the ethics of giving and receiving, which arises from the relations of mutual dependence that mark our human condition;

- To introduce and discuss the notion of welfare rights as rights of dependence arising from the claims of solidarity and the political form it takes in the welfare state;
- To introduce other relations of dependence, to link dependence with lack of voice, and to raise the question whether there is a moral responsibility to speak for the voiceless.

Form 5 (Age 15-15)

General Theme: Life and Death Issues

Module 1: The Value of Life (1st term)

Objectives:

- To consolidate the writing of the journal as a reflective tool now on general moral issues that are raised in this module responding to them with their written reflections;
- To extend the students' skills and abilities to examine arguments and to write their own arguments and reflections on selected topics or issues on narratives or case studies set for them;
- 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;
- To introduce the students to the different interpretations of the sanctity of life doctrine, in order to introduce them also to the notions of self-defence and an innocent human life;
- To extend the discussion on the right to life to non-human beings, to consider whether it should be extended to such beings and to consider the degree to which non-human life should share the same rights as human;
- To explore to greater depth the distinction between intrinsic and instrumental value as it applies both to human and non-human life and to introduce the principle that other persons, human beings, must never be used only as means, and always treated as ends;
- To further reinforce the idea that moral difference is the fruit of cultural and religious difference and must be understood in this way for the sake of tolerance;
- To introduce the students to the issues concerning the taking of life human raised in the module for further exploration, reflection, and debate in the next: self-defence, war, capital punishment, non-voluntary euthanasia, assisted suicide, contraception, and abortion;

Module 2: Life and Death Issues (2nd term)

Objectives

- To consolidate the writing of the journal as a reflective tool now on general moral issues that are raised in this module responding to them with their written reflections;
- To extend the students' skills and abilities to examine arguments and to write their own arguments and reflections on selected topics or issues on narratives or case studies set for them;

- To specifically discuss the issues raised and discussed in a preliminary way in Module 1 submitting them to more thorough examination and an in-depth discussion;
- To explore the question of violence and the different positions taken about its use, distinguishing its aggressive use from its use in self-defence and identifying the moral boundaries of self-defence;
- To introduce students to the contrary position to the sanctity of life doctrine; the argument that life itself has no intrinsic value, that it is valuable only if it is a worthwhile life – notion which is also discussed in the module;
- To explore the claim that there is a right to die with reference to acts of suicide whether self-inflicted or assisted, and to look at death in the context of the value of life – whether death also has value;
- To introduce students to and to explore the moral issues that concern the prevention of life, namely contraception and abortion;
- To reinforce yet again the case against bullying which has been made and consolidated repeatedly through the whole Ethics programme since Primary School;