

# **Year 3 Ethics Syllabus**

## **General Theme: Beyond the Classroom: The Wider Environment**

### **Module 1: Myself at School**

#### **Topic 1: Strangers**

- I can show care for all the children in my school, even those whom I don't know.
- I can talk about the idea of the school as a moral community of people who care about each other.
- I can define the terms 'friends', 'acquaintances' and 'strangers'.
- I can participate in a discussion about what makes a person a stranger.
- I can explain that one should also care for strangers.
- I can argue in favour of treating others with respect, even those who are strangers.

#### **Topic 2: The classroom community**

- I can distinguish between personal relationships (e.g. friends) and role relationships (e.g. teacher/student).
- I can share my belongings with other children in my class.

- I can participate in a discussion about the school as a community where different people live together and share a way of life.
- I can participate in a discussion about the school uniform.
- I can participate in a discussion about the different forms of ownership, specifically, to what extent I can say that something is "mine" or "ours".
- I can list some of the rules that enable a discussion to take place.

## **Module 2: Myself in my Neighbourhood**

### **Topic 1: Living Together**

- I can distinguish between that which is private (e.g. my home) and that which is public (e.g. my classroom and my neighbourhood).
- I can make a list of qualities that make a good neighbour.
- I can talk about my neighbourhood as a geographical and social space.
- I can talk about the implications of living in my neighbourhood, such as my obligations towards my neighbours.
- I can discuss the concepts of 'friends', 'acquaintances' and 'strangers' as relationships within neighbourhoods.
- I can describe my neighbourhood as a community in which people share something in common.
- I can describe my neighbourhood as a community in which people share an interest in their mutual well-being.
- I can identify what I share with others in my neighbourhood.
- I can talk about my neighbourhood as a geographical and social space, and the implications of living in it, such as my obligations towards my neighbours.
- I can describe my neighbourhood as a community in which people are obliged to respect and care for public and private property.

## **Topic 2: Respecting Property**

- I can define the words "right" and "duty" in terms of the right of respect for one's property, and the duty to respect other people's property.
- I can discuss my obligations towards things that I share with others, such as the neighbourhood.
- I can distinguish between how I should treat objects (such as toys) and living beings (such as pets and other animals).
- I can participate in a discussion about the treatment of animate and inanimate beings.

## **Module 3: The Broader Social and Natural Environment**

### **Topic 1: Global citizenship**

- I can make a distinction between what is private (used by me) and what is public (used by everyone).
- I can list the things that make me feel that I am part of the Maltese society and the wider world.
- I can perceive the world as a shared space which belongs to all of us.
- I can argue that we all have an obligation to care for the world as a shared space.

## **Topic 2: Protecting the Environment**

- I can recognise the importance of the natural environment.
- I can talk about how to take care of all animals.
- I can talk about how to take care of the natural environment.
- I can describe the principle of reciprocity as a principle of fairness.
- I can give examples of how people sometimes mistreat, or take insufficient care of other people, animals and the environment.
- I can argue that taking care of the environment is a worldwide concern, and that we are all duty-bound to protect it.
- I can discuss what my obligations are towards the environment and other living things.
- I can participate in a discussion about the treatment of animate beings, namely humans and animals.
- I can argue that animals have the right not to be treated as objects.
- I can discuss subjects of a controversial nature, such as whether wild animals should be hunted.
- I can use my thinking skills when participating in a discussion.