



# Philosophy in KS2

## Philosophy year 3

What is Morality?

### ***Root them in the problem:***

Start the lesson with a statement, picture or clip introducing the problem they need to solve:

What are the rules of the class?

The class should have discussed the rules for the class and the rules of the school by now. Here they can recap what the rules are.

Ask them which ones are the most important to begin the debate 'feel' of the lesson.

They may suggest the ones with the more severe punishment; they may suggest the ones that concern them. Look for those who suggest the ones that are most centred on the benefit of the group.

### ***Get them talking:***

Pose some questions to the class, these should be simple but have the potential for many different answers:

What if there were no rules?

They may at first cheer and look for the fun in this. Look for those children who immediately see the pitfalls in the lack of rules. Their own safety might be of little consideration but encourage them to think about the flip-side of that argument; how will they be safe if there are no rules?

### ***Start the debate:***

Pose a controversial solution to any problems arising in the previous section:  
Should we get rid of rules?

You could split the class or ask individual children to convince the class of their argument. Look for the difference in opinion and the reasoning behind it. Call this 'steps' if it helps the class to keep track but introduce the idea of 'reason' and 'reasoning' before the end of the lesson.

### ***Final Section:***

Step outside the argument and look at it critically. Ask the class to summarise their points of view and ask if they are truly justified.

How can we convince others we are correct?

Ask the class to write down the 'steps' in their argument as they break them down into parts. Which part flows to the next part? Do they flow?



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Use this logical fallacy as a way of illustrating how arguments can fall down:

Oscar (or insert name) is a boy. He likes the colour blue. All boys like the colour blue.

Break down the 'steps' and focus on the moment there is a leap from definite to indefinite, i.e. truth to possible falsehood. The moment we suppose that all boys like blue the argument falls down, can the children look at their own or each other's 'steps' in this way. Can they pinpoint the moment their argument doesn't work?

## **Teaching:**

Link this to any in depth exploration of the subjects covered with some direct teaching. Look at the type of thought or school of thought you are exploring. What would a philosopher/theologian/believer/thinker say about the argument we've just explored?

An Example of a bad argument:

*I think they should get rid of rules because they stop people from having fun and doing what they want to do. If everybody could do what they wanted the world would be happier.*

This argument doesn't flow because it assumes that people will only act in good ways or it simply disregards any negative outcome of 'total freedom'. It can be refuted by asking: 'what about people being free to drive as fast as they like?'

Activity:

Ask the children to pick a rule from the school/class list. Ask them to think about why that rule is in place? Who came up with it? Who does it affect? Are there any rules that no one benefits from?