

Teachers Notes

DISCLAIMER: The Teachers' Notes have been updated so that the resource can be used through Curriculum for Wales. However, the content of the articles has been archived and the information has not been updated. The articles are kept on the website as the content is still relevant to Curriculum for Wales: Religion, Values and Ethics.

The four purposes of 'Curriculum for Wales - A curriculum for life'

By learning about Organ Donation in their Religion, Values and Ethics education lessons, there will be opportunities for learners to develop [as/into]:

- Ambitious, capable learners who can explain the ideas and concepts they are learning about;
- Healthy, confident individuals who have secure values and are establishing their spiritual and ethical beliefs;
- Enterprising, creative contributors who give of their energy and skills so that other people will benefit;
- Ethical, informed citizens who engage with contemporary issues based upon their knowledge and values.

RVE in The Curriculum for Wales

By reading and using the articles in their Religion, Values and Ethics lessons, learners will have opportunities to:

- Engage with and explore ultimate and philosophical questions
- Undertake enquiries and engage with sources of wisdom and philosophies
- Develop and express their own informed viewpoints
- Use their knowledge and understanding of religious and non-religious worldviews to think critically about their own values
- Explore the ways in which religion and non-religious philosophical convictions have influenced human experience throughout history
- Evaluate and use evidence from a range of religious and non-religious sources to engage with ethical and moral issues
- Explore the beliefs and practices of the people in their community, Wales and the wider world and respond sensitively to them
- Develop secure values and establish their own ethical beliefs and spirituality
- Discuss and reflect on their own perspectives and those of others

The RVE lens

By reading and using the articles in their Religion, Values and Ethics lessons, learners will have opportunities to explore a range of RVE concepts through the sub lenses below:

- Search for meaning and purpose;
- The natural world and living things;
- Identity and belonging;
- Authority and influence;
- Relationships and responsibility;
- Values and ethics;
- The journey of life;

*Please note that RVE is locally determined through an agreed syllabus. Each local authority has its own agreed syllabus for RVE that schools must have regard to. All agreed syllabi have had regard to the Curriculum for Wales framework and RVE guidance referenced above and below.

Useful Links:

The RVE Guidance - <https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance>

Hwb Humanities Guidance - <https://hwb.gov.wales/curriculum-for-wales/humanities>

Statements of What Matters - <https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/>

Cross-cutting Themes - <https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#cross-cutting-themes>

Article 1

General

Discussions

- The 'Bentley' story is a suitable 'parable' or moral maxim. Does anyone know of a story from one of the world's religions that refers to 'treasure'?
- The last statement that triggers discussion, e.g. 'Rubbish or treasure?'.
- Cross-curricular connections - what does the biology department do when handling organs? How does the biology department teach the 'value' of the organs to the body? Arguments for and against transplantation. Make the connections between Religious Education and other subjects.

Homework: Read Article 1

1. Write a list. If there was a fire in their home, what 'treasures' would the pupils try to save? Discuss the lists further in groups. Explain why these 'treasures' are so valuable to them. Try and prioritise and narrow down the list? Discuss whether the treasures are purely monetary? What makes them treasures?
2. Homework: ask 5 people if they have responded to the opportunity to opt out of deemed consent, and the reason for doing so or not. Record the results.
3. Produce a Welsh logo for the Organ Donation campaign (a search of the Internet provides examples of what is already available in English).

4. Write a description of the recycling that takes place in their home. How often and cumbersome are the recycling collections? Are Recycling Centers used? If the home is not already recycling, ask the pupil to draw up an action list to start recycling.
5. In some schools, the Biology Department will have models of the different organs and their location within the body. Showing these is an opportunity to discuss which organs can currently be transplanted.
6. Record in a short paragraph what their personal views are after reading article 1- whether they would be willing to donate or would they opt out. After reading the following articles, write a paragraph again to say whether their views have changed and why.
7. Discussion: is it right to consider selling / buying organs? What are the benefits and pitfalls thereof?

Article 2

General

Although this article is not essentially religious (the other two articles in the trio cover the religious perspectives on the subject, the value of the body / organs etc), many aspects of religious education are relevant here; e.g.

1. The spiritual – ‘the essence of what it means to be human, which explores common values, identity, personal value .. love, faithfulness and goodness
2. The moral - 'exploring common values and attitudes'
3. The cultural - 'the need for human beings to have a sense of cultural identity, belonging and purpose, which has been evident in Wales in the way religion and culture are intertwined'
4. The mental - 'the intellectual challenges of conducting research, evaluating evidence, thinking critically, justifying opinions and theories'
5. The physical - 'a physical activity that responds actively to the needs of others and demonstrates responsible (social) action and a positive lifestyle'

1. The fundamental questions - the search for meaning, significance and value in life
2. Personal responses - linking issues raised during studies to pupils' own experiences and allow personal responses to be developed
4. The purpose of life - contemporary debates about the origin, purpose and sanctity of life, taking responsibility for the natural world and living things
5. Human experience - the view that humans have a unique status amongst living things and the implications of this belief on human behaviour, values of freedom, responsibility and awareness
6. Relationships and responsibility - making difficult moral decisions
7. Skills - formulate arguments and justify opinions, value and respect the views of others, investigate.

Tasks:

1. "Knowing the views of family members is vital to increasing the number of organ donors." Discuss this with regard to the views of the Assembly and Rhys Meirion's family.
2. The only country where there is no organ shortage is Iran. It is the only country in the world where it is legal to sell organs. What are your thoughts on this? Do some research on what is happening in Iran and make points on the possible dangers of such a scheme. Prepare an argument for and against the selling of organs.
3. Draw up a questionnaire to find out how aware people are of the organ donation system in Wales since 1 December 2015. You could also add questions on people's views. Share the questionnaire between 20 people and make a graph or chart to show the results.
4. Investigate transplant rates in opt-out countries (e.g. Wales, Spain, Portugal, Belgium, France) and opt-in countries (eg England, Netherlands, United States of America, Germany). To what extent does this affect the number of transplants? Are the results in line with expectations?
5. Rhys Meirion has done a lot of charity work in the health field over the years. Investigate charity work he and others have done in Wales over recent years.

6. Make a poster to promote awareness of the need to donate organs to save other lives. Be sure to include photos to show which organs are transplanted.
7. Visit **www.organdonationwales.org**. Click on 'Your Stories'. Read some of the stories and note brief information about three of them to feed back to the rest of the class.
8. To what extent do you think a connection should be made between donor and organ recipient families? Make a table of points for and against. The points could be developed into a class debate with speakers for and against.
9. Should the government be allowed to use your organs? A gift or asset?

Article 3

General

The article talks about a contemporary and complex moral issue that is of great relevance to us in Wales because of the Welsh Assembly Government's decision to change the way organ consent is granted. The article is intended to raise awareness of some of the factors affecting members of three of the world's major religions when deciding whether or not to support organ donation.

As can be seen, there is some tension within some religions regarding the issue. The article also attempts to link belief and practice which is why reference is made to the founders, leaders and holy books of the religions discussed. There are many ways in which the article can be used with a class. The following are only superficial suggestions that can be further developed.

Tasks:

1. Pupils can be asked to read the article and then, in pairs, rank the arguments in favour in order of priority. Which do they think are the strongest? Which are the weakest? And with which ones do they agree? They could then form a group with another pair to share their ideas.
2. Unlike the above, pupils can be asked to focus on the arguments against. In pairs, they could discuss their views on these - are they strong arguments? If not, why not?
3. Pupils may be asked to imagine that they are Muslims in favour of organ donation

and write a dialogue in which they try to convince a Muslim, who has doubts, that it is the right thing to do.

4. A 'hot seat' approach can be used and split the class into groups representing the three religions.
5. The class can be split into three religions and asked to produce a news, television or radio item, presenting the views of different religions on this issue.
6. As homework, they may be asked to further investigate the views of any major world religion on this issue and make a 5-10 minute presentation to the rest of the class.
7. A medical representative and / or representatives of the different religions could be invited to discuss the matter further with the pupils, giving them an opportunity to question them.

Podcasts

Including these three may stimulate discussions / tasks where John Roberts (BBC Cymru) will discuss organ donation:

Conversation 1: Barry Morgan (Archbishop of Wales) against the Government (00:59 - 05:33).

Talk 2: Bryn Williams in favour of the legislation (05:33 - 08:37)

Talk 3: Dr Dai Lloyd and Ann Ruska talk about a medical perspective. (08:37 - 15:04)

Video Clips

These clips are, again, intended to stimulate pupil discussions and tasks:

Clip 1 - *Impact and Response* - supporting the family of organ donors - and the response of recipients

Clip 2 – *Give and Take* - the future after receiving organs. Organ recipients discuss their experiences and feelings, and the impact of the new law.

Links

<https://www.organdonation.nhs.uk/about-donation/what-does-my-religion-say/>

<http://www.donorrecovery.org/learn/religion-and-organ-donation>

<http://www.organtransplants.org/understanding/religion/>