

Title: Sanctity of Life

Titles	What makes life valuable?	Abortion - In favour or against?	Hospice Organisation
Logic	<p><b>DISCLAIMER:</b> 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 However, the content of the articles has been archived and the information has not been updated.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.</p> <p><b>The four purposes of 'Curriculum for Wales - A curriculum for life'</b>  <b>By learning about sanctity of life in their Religion, Values and Ethics education lessons, there will be opportunities for learners to develop [as/into]:</b></p> <ul style="list-style-type: none"> <li>• Ambitious, capable learners who can explain the ideas and concepts they are learning about;</li> <li>• Healthy, confident individuals who have secure values and are establishing their spiritual and ethical beliefs;</li> <li>• Enterprising, creative contributors who give of their energy and skills so that other people will benefit;</li> <li>• Ethical, informed citizens who engage with contemporary issues based upon their knowledge and values.</li> </ul> <p><b>RVE in The Curriculum for Wales</b>                      By reading and using the articles in their Religion, Values and Ethics lessons, learners will have opportunities to:</p> <ul style="list-style-type: none"> <li>• Engage with and explore ultimate and philosophical questions</li> <li>• Undertake enquiries and engage with sources of wisdom and philosophies</li> <li>• Develop and express their own informed viewpoints</li> <li>• Use their knowledge and understanding of religious and non-religious worldviews to think critically about their own values</li> <li>• Explore the ways in which religion and non-religious philosophical convictions have influenced human experience throughout history</li> <li>• Evaluate and use evidence from a range of religious and non-religious sources to engage with ethical and moral issues</li> <li>• Explore the beliefs and practices of the people in their community, Wales and the wider world and respond sensitively to them</li> <li>• Develop secure values and establish their own ethical beliefs and spirituality</li> <li>• Discuss and reflect on their own perspectives and those of others</li> </ul>		

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	<p><b>The RVE lens</b>            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 <b>the sub lenses below</b>:</p> <ul style="list-style-type: none"> <li>• <u>Search for meaning and purpose;</u></li> <li>• <u>The natural world and living things;</u></li> <li>• <u>Identity and belonging;</u></li> <li>• <u>Authority and influence;</u></li> <li>• <u>Relationships and responsibility;</u></li> <li>• <u>Values and ethics;</u></li> <li>• <u>The journey of life;</u></li> </ul> <p>*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.</p> <p><b>Useful Links:</b></p> <p>The RVE Guidance - <a href="https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance">https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance</a></p> <p>Hwb Humanities Guidance - <a href="https://hwb.gov.wales/curriculum-for-wales/humanities">https://hwb.gov.wales/curriculum-for-wales/humanities</a></p> <p>Statements of What Matters - <a href="https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/">https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/</a></p> <p>Cross-cutting Themes - <a href="https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#cross-cutting-themes">https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#cross-cutting-themes</a></p>		
<b>Key words</b>	<p>Abortion- The deliberate termination of a human pregnancy</p> <p>Complex- Something that is not simple.</p> <p>Euthanasia- Assisting the death of a person before their natural death.</p>	<p>Embryo - the initial period in the development of a child in the womb up to 9 weeks.</p> <p>Foetus - the unborn child that is developing in the womb. The period of the foetus starts 9 weeks after conception and continues until the birth.</p>	<p>Hospice Organisation - the name for the growth in end-of-life care over the past 50 years.</p> <p>Palliative Care - what is done to ensure that people are comfortable and are not in pain at the end of their lives.</p>

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	<p>Murder- Killing a person.</p> <p>Philosopher- a person who offers views or theories on profound questions.</p> <p>Valuable- Something that is of great worth.</p>	<p>The womb – the part of a woman's body where the foetus grows and develops.</p> <p>Conception - when the man's sperm fertilises one of the woman's eggs to form the embryo in the womb.</p> <p>Rape - sexual assault</p> <p>Quality of life - the quality of life that a person lives</p> <p>Fostering - temporarily raise someone else's child</p> <p>Adoption - the legal action of taking someone else's child and raising them as your own child.</p> <p>Paralympic Games - a series of international competitions for athletes with disabilities associated with the summer and winter Olympic Games, which are held after them.</p> <p>The Catholic Church - the church where the Pope is the head of it and is managed from the Vatican in Rome</p> <p>Life holiness - the belief that God gives every life</p> <p>Allah - the name of God in the Islam religion</p> <p>Judgement Day - the day in several religions at the end of the world where God judges everyone</p> <p>Economic consideration - making a decision on a financial basis</p>	<p>Respite Care - the help that is provided for the usual family/carers to have a break.</p> <p>Terminal Illness - an illness that is not possible to get better from.</p> <p>Quality of Life - the extent that a person can be comfortable and out of pain to be able to appreciate life.</p> <p>Chaplain - a religious leader who operates in an organisation such as a hospice and the Hospital.</p>

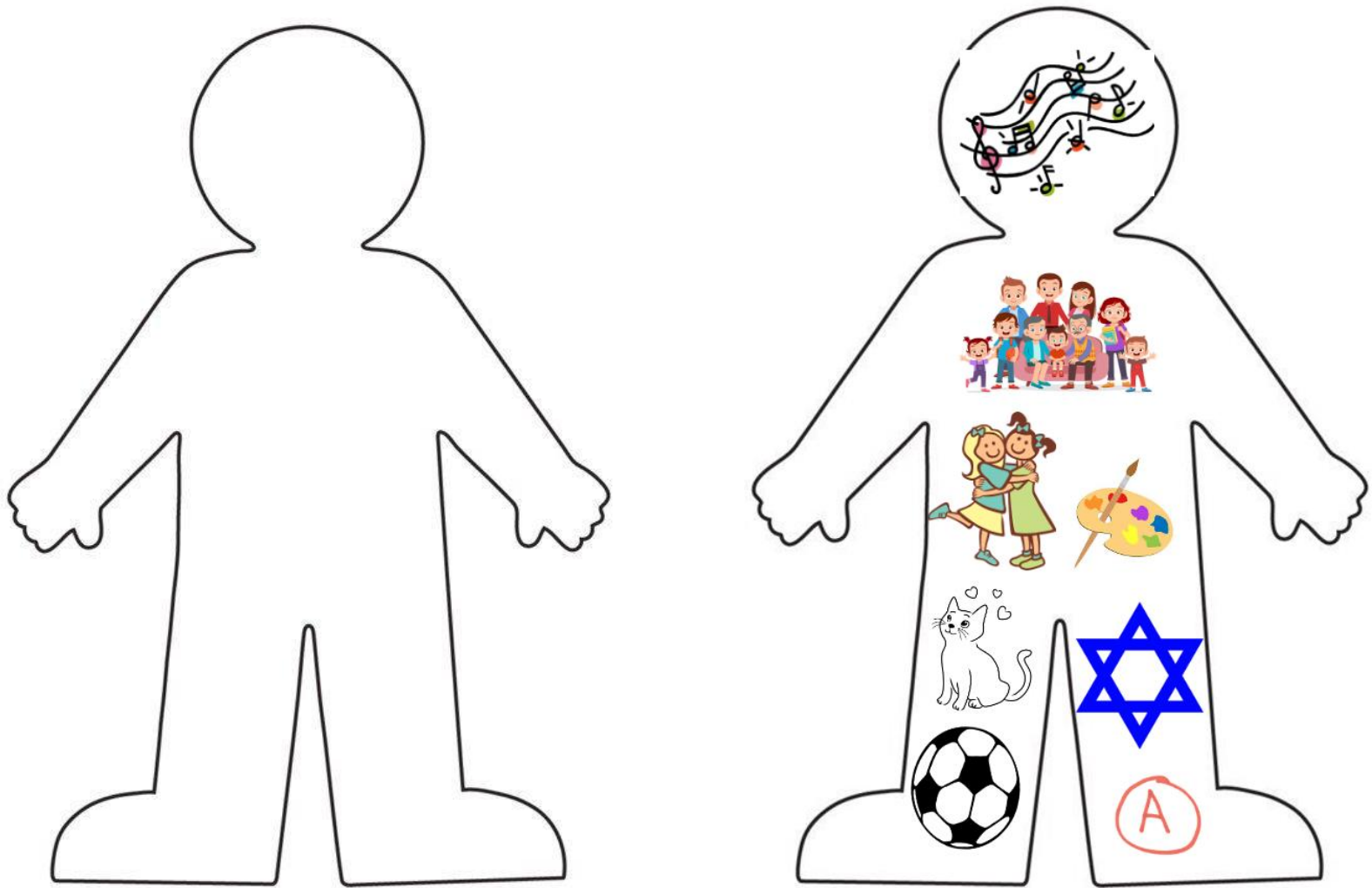
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		Soul - the spiritual part of a human being	
Search words	Abortion Complex Euthanasia Murder Philosopher Valuable	Embryo Foetus The womb Conception Rape Quality of Life Fostering Adoption Paralympic Games The Catholic Church Life holiness Allah Judgement Day Economic consideration	Hospice Organisation Palliative Care Respite Care Terminal Illness Quality of Life Chaplain

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		Soul The Orthodox Church Fertilisation The law Pregnancy Christianity Islam Christians Muslims	
Extended tasks			
Classrom tasks	Find tasks at the bottom of the page.	<ol style="list-style-type: none"> <li>1. Make a list of the arguments in favour and against abortion in the article and then put them in order of priority in terms of the strength of the argument. Can you add other arguments?</li> <li>2. Research into the development of the foetus in the womb. What is your opinion of the legal time limit of 24 weeks?</li> <li>3. Is it the situation that determines whether an abortion is right or not? Discuss.</li> </ol>	<ol style="list-style-type: none"> <li>1. Some of the hospice organisation's work is done by the NHS but a large amount of it depends on charities raising money.  Draw a table of the points in favour and against this situation.</li> <li>2. Undertake research on the development and work of Marie Curie or Hope House. You can choose one aspect if you wish; e.g. fundraising, the charity's shops, the care provided, the work of one specific location.</li> </ol>

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		<ol style="list-style-type: none"> <li>4. Write an article or create a podcast giving your own response to the abortion issue.</li> <li>5. Try to arrange a 'Right to ask' panel in your school by inviting some of the different standpoints to answer questions.</li> </ol>	<ol style="list-style-type: none"> <li>3. You wish to do voluntary work in a hospice. Write an application letter or e-mail noting which attributes you would need to carry out such a role.</li> <li>4. You wish to raise money for Hope House. Draw up a fundraising plan that would be practical in your school.</li> <li>5. Scanda Vale started as a pilgrimage centre for people of all faiths. Undertake some research to the way that the original place developed.</li> <li>6. One aspect of Scanda Vale's work that has continued is caring for animals (which includes three elephants by now!). Why is caring for animals part of the work? How important is this in your opinion?</li> </ol>
Further resources			<p><a href="https://www.mariecurie.org.uk/help/hospice-care/caerdyddarfro">https://www.mariecurie.org.uk/help/hospice-care/caerdyddarfro</a></p> <p><a href="https://www.skandavalehospice.org/amdanom-ni/?lang=cy">https://www.skandavalehospice.org/amdanom-ni/?lang=cy</a></p>

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Task 1 – This outline is YOU! Fill it with pictures of things that make life valuable for you.



(Example)



**Task 2- Perform at least one act of kindness each day for a week. Keep a diary of what you did, how it made you feel, and how it affected the other person.**

\_\_\_\_\_ 's Diary

**Week of:**

<b>Weekly Goals:</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<b>Monday</b>	<b>Tuesday</b>
<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Saturday</b>	<b>Sunday</b>	<b>Notes:</b>