

Subject	Year	Term
R.E.	12	Spring
<b>Topic</b>		
Applied Ethics - Euthanasia		
<b>Content (Intent)</b>		
<b>Prior Learning (Topic)</b> GCSE Dialogue between beliefs, Yr12 Natural Moral Law, Yr12 Utilitarianism, Yr12 Situation Ethics, Yr12 Kantian Ethics		
<ul style="list-style-type: none"> <li>• Sanctity of life</li> <li>• Quality of life</li> <li>• Voluntary euthanasia</li> <li>• Non-voluntary euthanasia</li> <li>• The application of <b>natural law</b> and <b>situation ethics</b> to euthanasia</li> <li>• Consideration of issues raised by euthanasia, including:             <ul style="list-style-type: none"> <li>- the application of <b>natural law</b> and <b>situation ethics</b> to euthanasia</li> <li>- whether or not the religious concept of sanctity of life has any meaning in twenty-first century medical ethics</li> <li>- whether or not a person should or can have complete autonomy over their own life and decisions made about it</li> <li>- whether or not there is a moral difference between medical intervention to end a patient's life and medical non-intervention to end a patient's life</li> </ul> </li> </ul>		
<b>Future Learning (Topic)</b> Yr12 Business Ethics, Yr13 Sexual Ethics		
<b>How will knowledge and skills be taught? (Implementation)</b>	<b>How will your understanding be assessed &amp; recorded (Impact)</b>	
This topic will involve a large array of pedagogy and include, but not limited to: <ul style="list-style-type: none"> <li>• Teacher led lesson content</li> <li>• Group and independent quizzes</li> <li>• Independent research</li> <li>• Seminar style discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Exam style essay marked against the exam criteria with written and verbal feedback.</li> <li>• Homework. Marked and feedback given.</li> <li>• Verbal responses. Individual and class feedback given.</li> </ul>	
<b>How can parents help at home?</b>		
<ul style="list-style-type: none"> <li>• Discussing the ideas and content at home, especially focusing on incorporating the key ethical terms into vocabulary.</li> <li>• Watch and discuss the videos on the section for this topic on the VLE.</li> </ul>		
<b>Helpful further reading/discussion</b>		
<b>Reading</b> <ul style="list-style-type: none"> <li>• Any of the texts on the KS5 reading list on the Philosophy Fortnight section of the VLE.</li> <li>• Textbook pages on the Euthanasia section of the VLE.</li> <li>• Glover, J. (1977) <i>Causing Death and Saving Life</i>, London: Penguin Books, Chapters 14 and 15</li> </ul>	<b>Vocabulary Lists</b> <ul style="list-style-type: none"> <li>• Non-Treatment decision</li> <li>• Active Euthanasia</li> <li>• Sanctity of life</li> <li>• Quality of life</li> <li>• Personhood</li> <li>• Autonomy</li> <li>• Right to die</li> <li>• Voluntary euthanasia</li> <li>• Non-voluntary euthanasia</li> <li>• Involuntary euthanasia</li> <li>• Dignity</li> <li>• Palliative care</li> </ul>	<b>Careers Links</b> <ul style="list-style-type: none"> <li>• Lawyer</li> <li>• Clergy</li> <li>• Public services</li> <li>• Teacher or lecturer</li> <li>• Politician</li> <li>• Medical professional</li> </ul>

<ul style="list-style-type: none"><li>• Sacred Congregation for the Doctrine of the Faith (5th May 1980) <i>Declaration on Euthanasia</i></li><li>• Singer, P. (1995) <i>Rethinking Life and Death: The Collapse of our Traditional Ethics</i></li></ul>	<ul style="list-style-type: none"><li>• Assisted suicide</li><li>• Slippery slope problem</li><li>• Persistent vegetative state (PVS)</li></ul>	
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