

<b>Subject:</b>	<b>Ethics - applied ethics</b>	<b>Topic</b>	<b>Euthanasia</b>	<b>Year Group</b>	<b>12</b>
Topic context: 1. Where does this topic feed into the wider curriculum? 2. What is the most important knowledge? 3. What went before and what comes next?					
<b>Topic / lesson title</b>	<b>Key lesson objectives / essential knowledge</b>	<b>Key vocabulary</b>	<b>Assessment / extended writing / independent practice</b>	<b>Possible misconceptions</b>	<b>Careers / health and safety links (where applicable)</b>
<a href="#">support materials</a>	PLC - specification - practice questions - overview mindmap - supporting notes - revision clock - you tube links				
Lesson 1 <a href="#">Sanctity of Life</a>	<u>The sanctity of life ...</u> The religious origins of this concept ( that human life is made in God’s image and is therefore sacred in value)  Laws in this country on euthanasia.	Sanctity of life Quality of life Passive euthanasia Active euthanasia Voluntary euthanasia Voluntary euthanasia Image dei Enlightenment Dawin PVS	Using notes complete the table.  <u>Stretch and Challenge:</u>  Read Bowie p216/217 – make BRIEF notes under the heading <u>Arguments For euthanasia</u>  Read Bowie p220/221 Make BRIEF notes	Sanctity of life is specifically religious - the sacredness of life comes directly from being created in God’s image.	How valuable is life ?  How can this be justified ?  Is this true of all circumstances ?  Does the complexity of humans suggest evidence of God’s existence ?  What general secular themes can be identified in the Bible teachings ?

			<p>under the heading <u>Arguments Against Euthanasia</u></p> <p>Which case is most persuasive and why ?</p>		
<p>Lesson 2 <a href="#">Quality of Life - autonomy</a></p>	<p><u>The quality of life</u></p> <p>the secular rights of this significant concept (that human life has to possess certain attributes in order to have value)</p>	<p>Secular Autonomy Kant Mill Singer - preference utilitarianism</p>	<p>What is meant by the Quality of Life argument in support of euthanasia ?</p> <p>Complete notes on different views on autonomy</p> <p><u>Read Euthanasia - Helga Kuhse Summary her thoughts under subheadings.</u></p>	<p>What might be the difficulty with accepting autonomy?</p>	<p>Is quality of life defined by what I can do ?</p> <p>Who decides on quality of life ?</p> <p>Can human reasoning be faulty ? What could the impact of this be on euthanasia?</p>
<p>Lesson 3 <a href="#">Is Sanctity of life still valid ?</a></p>	<p>whether or not the religious concept of sanctity of life has any meaning in twenty-first century medical ethics</p>	<p>Speciesism Preference Utilitarianism</p>	<p><b>Extended learning</b></p> <p>What does Singer argue about Quality of Life – make notes on his <b><u>5 quality of life commandments</u></b> to replace the traditional sanctity of life</p>		<p>Where is the place of religion in today’s society ?</p> <p>If we accept religion has no place in underpinning laws for ethical decision making what might be the impact of this ?</p>

			<p>Read the table on page 61 – draw your own version – <b>highlight any teachings or philosophers</b></p> <p>Complete stretch task 4 and 5</p> <p>Complete challenge task</p> <p>The sanctity of life does not have meaning in 21<sup>st</sup> century medical ethics – <u>what are your views on this statement.</u> Explain giving reasons. Refer to the opposite view to your own and <b>give reasoned arguments to discredit this view.</b></p>		
<p>Lesson 4 <a href="#">Applying NL</a></p>	<p>The application of <b>natural law</b> to euthanasia.</p>	<p>Primary Precepts Secondary precepts Double -effect synderesis phronesis real &amp; apparent goods 4 tiers of law - especially human</p>	<p><b>Extended learning</b> Read pages 62-63</p> <p>Complete core activities 1-3</p> <p>Complete stretch 4 -5</p> <p>Copy the table in</p>	<p>Double -effect - does not allow euthana but works on the intention being good and the outcome not being the aim or desired.</p> <p>4 tiers of law -</p>	<p>Would a loving God allow suffering ?</p>

		law	<p>your own words.</p> <p><b>Essay practice:</b></p> <p>“Explain and justify the doctrine of double effect with reference to an ethical dilemma of your choice concerning euthanasia”.</p> <p style="text-align: center;"><b>or</b></p> <p>Assess the view that natural law is of no help with regard to the issue of euthanasia. OCR Paper H573/2 June 2018</p>	Human Law - based on Bible and Eternal Law.	
<p>Lesson 5</p> <p><a href="#">Applying SE</a></p>	<p>The application of <b>situation ethics</b> to euthanasia.</p> <p>Fletcher was president of the Euthanasia Society of America (later renamed the Society for the Right to Die) from 1974 to 1976.</p>	<p>Agape</p> <p>6 propositions</p> <p>4 working principles</p> <p>Conscience - verb</p>	<p>Extended Task:</p> <p>Read pages 64-65</p> <p>Complete core activities 1-3</p> <p>Complete stretch 4 -5</p> <p>Copy the table in your own words.</p>	<p>Students need to not only refer to agape in answers. This is too simplistic and will not give a wide enough breadth or depth to answers. Using the support sheet they need to refer to a number of different sections</p>	<p>What do we mean by agape and is it different to secular love ?</p> <p>What would a mon-benevolent God do ?</p>

				from the syllabus.	
<p>Lesson 6  <a href="#">Acts and Omissions</a></p>	<ul style="list-style-type: none"> <li>• What is meant by acts and omissions.</li> <li>• Views of Rachels (including analogy) and Singer</li> <li>• Critical evaluation of whether there is a distinction between acts and omissions in euthanasia</li> </ul>	<p>Acts  Omissions  Rachels  Singer  Active  Passive</p>	<p>A3 worksheet to include evaluation of key questions.</p>	<p>Understanding that  active = act  Passive = omissions</p> <p>Blurred line .</p>	<p>Is there a line where we cross into 'extraordinary means' to keep life sustained ?</p> <p>Is there a moral difference between actively ending life or withdrawing treatment ?  How can Christians be sure they have the right stance when euthanasia isn't available in Biblical times ?</p>
<p>Lesson 7  <a href="#">Should active euthanasia be legalised ?</a></p>	<p>To have evaluated and critically analysed the question of whether euthanasia should be legalised.</p>	<p>Retrieval of key ideas/arguments</p> <p><b>Law should be changed</b>  Fletcher  Rachels  Singer  QOL  Autonomy</p> <p><b>Law shouldnt be changed:</b>  SOL</p>	<p>Extended writing:  Complete essay plan using outline sheet</p> <p>I Do  We Do  You Do</p>	<p>Misconception in the legal situation of euthanasia suggested reform.</p>	<p>Do we have a moral responsibility to support those who want to end their lives through euthanasia ?</p> <p>To what extent do you agree with the argument that God is with us when we suffer.</p>

		Aquinas Christianity Disability-rights pressure			
Lesson 8 <a href="#">Autonomy</a>	To understand the idea of autonomy and consider how important this principle is in dealing with euthanasia	Singer Glover Mill  Hannah Jones - case study  Dan James - case study	Extended writing:  Imagine you have been given the essay title:  ' People should have autonomy over their own lives and decisions' Discuss  Using your table think about what your thesis would be and what arguments you would use to support it.  <b>Now: write a conclusion.</b>		If God created humans with autonomy then does this mean we should accept those wishing to have euthanasia ?
Lesson 9 AO2 <a href="#">lesson 9</a>	To apply all knowledge to exam questions. To understand what specific eczema questions are asking - decoding the question.	All from previous lessons	Carousel activity using different essay titles.  Paired activity		

			planning Independent activity planning essay		
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