



Subject: Philosophy, Religion and Ethics

Module 2

| Overarching Topic: Bioethics | | | |
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| Why is this topic being studied at this time? | The purpose of this unit is to challenge the students' attitudes to ethics and have them reflect on their own ethical choices. The focus of the unit is to enable and encourage students to make their own personal ethical judgements on each topic. We believe that it is vital students are faced with moral dilemmas and equipped with ways of overcoming them. | | |
| How does it fit into the wider subject curriculum? | This module draws upon knowledge from the Year 7 curriculum, including the concept of morality and moral truth from the Ultimate Questions module and the sources of authority discussed during the 'Who is Joshua?' module. This module will use the ethical theories learned from the first module 'Introduction to Philosophy and Ethics'. In addition, this module will preempt the discussions about morality and decision making that will come up as part of the final module in Year 8 'Radicalisation and Religion'. In addition, this module overlaps with some of the debates students will be studying in English as part of their reading of Frankenstein. | | |
| | Critical | Core | Pinnacle |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | What is morality? What are ethics? How does reproduction occur? What is cloning? | Why do some couples use IVF? What is a designer baby? Should designer babies be legal? Why do some women have abortions? Is cloning ethical? How does religious belief affect a person's bioethical decisions? | Can religious believers be pro-choice in bioethical decisions? Should humans create and take life? Has science rendered religious belief redundant? Would an omnibenevolent God force his creations to make moral decisions? |
| The Key Skills/ Techniques | The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge. | | |
| | Skill/Technique | How will this skill be developed? | |
| | Knowledge and understanding | Powerful knowledge will be developed through the imbedding of key facts and ideas | |
| | Impact and Influence | Applying key ideas to real life and hypothetical examples | |
| | Source of Authority | Recall, analyse and apply key sources of authority and wisdom | |
| | Specialist Language | Define and use in context specialist, academic vocabulary | |
| | Judgement/Evaluation | Consider the strengths and weaknesses of key concepts and ideas in order to determine their value | |
| | Opinion/Other Views | Consider and empathise with contrasting beliefs and ideas | |