



**RELIGIOUS
ATTITUDES TOWARDS
HOSPICE CARE**
(KEY STAGES 3 & 4)

RELIGIOUS STUDIES LESSON PLAN



DURATION: 60 MINUTES



**forget me not
children's hospice**

Charity No. 1110457

THE BIG PICTURE

THIS WILL HELP PUPILS TO UNDERSTAND

- ➔ Different religious views and ways of caring for the ill.
- ➔ The impact religion has on caring for the ill.



FOR THIS LESSON YOU WILL NEED:

- Resource 1 (better printed as A3 sheet)
- Any textbook which details religious attitudes towards hospice care.
- Access to the internet
<http://www.bbc.co.uk/news/magazine-34452836>
<https://www.bbc.com/education/examspecs/zy7spbk> (ethics section)



BREAKING THE ICE:

Start by having a paired discussion about ways in which people care for the ill. This can then lead into a discussion about why people care for the ill (sense of duty, religious scripture, love). They can write this as a list as a spider diagram or bullet points.

This can be brought together as a whole class discussion, where pupils can add to their lists.

To extend this further, pupils can then rank their lists in order of importance and appropriateness.

TALKING POINT:

The main focus of the lesson is to identify the different ways in which different religions/ cultures care for those who are ill/ terminally ill. E.g.: hospice care, care at home, hospital care. The reasons for this include things such as a sense of moral duty, through love, or a religious/ cultural reason, e.g. scripture.

Each religion has different attitudes towards caring for those who are ill/ terminally ill, and they have different ways in which they do this.

For example:

- Christians believe that they should 'love your neighbour', and therefore you should always care for those in way that you would want to be cared for if you were in their situation.
- Buddhists believe that to achieve enlightenment they must follow the Eightfold Path. Providing care in a hospice would be an example of a 'right action', which would be part of the Eightfold Path.

CLASS ACTIVITY:

Pupils are to divide into groups of 3-4. Using resource 1 they are to choose one religion and research ways in which that religion cares for the ill/ terminally ill, and how they are influenced to do this (e.g. scripture, following the example of religious leaders). They can use the suggested websites, or any textbook which has religious attitudes towards caring for the ill (most GCSE textbooks will contain this).

High ability learners can identify how this could be similar or different to other religions

They can then either present their findings in front of the class, so that pupils can fill in the rest of the sheet, or pupils can peer teach each other.

Pupils can then discuss or write down how it would feel to be a member of staff in a hospice, a patient, or a visitor to the hospice. Consider questions such as:

- What would you see?
- What would be rewarding?
- What would be challenging?
- What emotions would you feel?
- How could having faith impact your experience at a hospice?

EXTENSION:

Pupils can identify any challenges against these religious beliefs and practices. Why might somebody agree/ disagree?

