



TEACHERS' BOOKLET

TO ACCOMPANY STUDENT EDUCATION PACKS

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THIS BOOKLET CONTAINS:

A table linking student pack material to the National Curriculum

An extensive reference list including websites for additional study materials and educational activity

Material and ideas for assemblies and other collective acts of worship

The material in the student packs has been favourably reviewed by educationalists and has been produced to meet the needs of busy teaching professionals in meeting the needs of certain aspects of the national curriculum in:

Science

Religious Studies

Citizenship

PSHE

In their document, *The Secondary Curriculum - What has changed and why?*, the Qualifications and Curriculum Authority state *"The new curriculum provides a universal entitlement across the country, but each school now has the opportunity to design and build its own locally determined curriculum that matches the ethos of the school, the needs and capabilities of its community of learners and the local context."*

Right to Life Charitable Trust present this material to schools, in the hope that you, the teaching professionals, can make use of the material provided in line with the ethos of your school.

RELEVANT CURRICULUM LINKS

The student pack materials have been put together with the requirements of the national curriculum, as revised in 2007, very much in mind. Each of the documents from the student packs listed in the right hand column below will address the key requirements of the national curriculum or subject syllabuses detailed in the centre column.

Subject/Age	QCA/National Curriculum Relevant Programmes of Study and/or subject syllabuses	Appropriate item in students packs
Science Key Stage 3 Statutory	Key Processes include: Communication Range and content includes: Organisms, behaviour and health b) the human reproductive cycle includes adolescence, fertilisation and foetal development c) conception, growth, development, behaviour and health can be affected by diet, drugs & disease	Reproduction – Full colour leaflet Ideas for further work: Poster for GPs surgery on dangers of drinking alcohol during pregnancy (foetal alcohol syndrome) Full description in full colour leaflet with questions for classroom discussion Examples in the leaflet include rubella, alcohol and tobacco
Citizenship Key Stage 3 Statutory	Key processes are: Critical thinking and enquiry Advocacy and representation Taking informed & responsible action Range and content includes: Human Rights; and diversity in the UK population	Worksheet on Abortion – A Life and Death issue Research using suggestions in worksheet and elsewhere. Ideas for further work: Write essay for or against abortion Ideas for further work: Class debate on the abortion issue Ideas for further work: Inviting a speaker to the school – this might lead some pupils to become more involved by joining a campaigning group Worksheet deals with Human Rights. See also worksheet on Religious Belief and Abortion for a perspective on the similarity in attitudes among the diverse religious faiths to abortion.
RE Key Stage 3 Statutory	Range and content includes: The study of RE should include Christianity and at least two other principal religions.	Worksheet on Religious Belief and Abortion . The worksheet contrasts traditional Christian beliefs about the sanctity of each human being with that of four other world religions.

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- i) ethics and relationships: questions & influences that inform ethical & moral choices.
- k) global issues – what religions and beliefs say about health, ... (explanatory notes use example of moral value of human life)

There is much material in the **Religious Belief and Abortion** worksheet to encompass these aspects of the Programme of Study.

Icons syllabus

Term 3 Year 7 – Who am I? The human person
 Term 3 Year 8 – Unit 3 – Here in this place – appreciate the words and mystery of being human

There is some material in the **Religious Belief and Abortion** relevant to these parts of the Icons syllabus.

PSHE

key stage 3

Personal wellbeing

Non-statutory (Government have stated that it will become statutory in the future)

Key Concepts include:

Healthy lifestyles
Risk
Relationships

Range and content include:

- c) physical and emotional change and puberty
- d) sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities
- e) facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others.

Although designed for Year 10 pupils, our **Respect in Relationships** booklet is very appropriate for addressing each of these key concepts. We would not recommend its use for students below Year 9, but additional copies can be ordered from RTL or downloaded at www.righttolifetrust.org.uk/education

Respect in Relationships booklet – see above

Reproduction – full colour leaflet contains information on human reproduction

Respect in Relationships booklet – see above

Reproduction – full colour leaflet has a section on the effect of alcohol and tobacco on the unborn child

PSHE

key stage 4

Personal wellbeing

Non-statutory (Government have stated that it will become statutory in the future)

Key Concepts include:

Healthy lifestyles
Risk
Relationships

Key Processes include:

Decision-Making and Managing Risk

Range and content include:

- d) the benefits and risks of health and lifestyle choices, including choices relating to **sexual activity**... (the explanatory notes state that this should include the social, emotional and economic impact of unintended pregnancy, issues of sexual exploitation and learning about contraception, sexually transmitted infections and HIV)

Designed for Year 10&11 pupils, the DVD, **Little Stars** considers these issues through a drama involving Anna's unintended pregnancy at 16. Used in conjunction with the **Respect in Relationships** booklet which addresses each of these concepts in relation to sexual health it provides a powerful set of material for KS4 PSHE.

The DVD, **Little Stars**, focuses on the decision-making a young woman makes in deciding whether to have an abortion. Two outcomes are portrayed in the drama providing plentiful opportunities for classroom discussion and work on Anna's difficult decision. The **Respect in Relationships** booklet provides information and activities to aid decision making & risk management with regard to early sexual activity, birth control, pregnancy & STIs

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The DVD, **Little Stars**, conveys dramatically the social, emotional and economic impacts of unintended pregnancy. It is recommended for whole class screenings and can be replayed and paused at points to explore the reactions of those close to Anna and the impacts the pregnancy produces.

The **Respect in Relationships** booklet provides information and activities on contraception, STIs, including HIV

f). characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis.

The **Respect in Relationships** booklet covers topics such as **age of consent; pressures to conform; comeback lines to pressure sex one-liners; and safe behaviour**

Citizenship

key stage 4

Statutory

Key processes are:

Critical thinking and enquiry

Worksheet – Euthanasia –

A controversial contemporary issue

Research using suggestions in worksheet and elsewhere. Ideas for further work: Write one of the suggested essays

Advocacy and representation

Ideas for further work: Class debate on the euthanasia issue

Taking informed & responsible action

Ideas for further work: Inviting a speaker to the school; visiting a hospice and raising funds for it; writing a letter to an MP on a bill to legalise euthanasia

Range and content include:

a) political, legal and **human rights** and freedoms in a range of contexts from local to global

Worksheet – Euthanasia –

A controversial contemporary issue – contains a section on right to die versus the possible obligation on doctors to “kill”

g) how information is used in public debate and policy formation, including information from the media and from pressure and interest groups

The worksheets **Role of the Media in influencing public opinion** and **Use and Abuse of Statistics in influencing public opinion** are specifically designed to cover this aspect of the citizenship curriculum at key stage 4

Science

key stage 4

Statutory

Knowledge, skills and understanding
Data, evidence, theories and explanations

Among aspects pupils should be taught is included:

d) that there are some questions that science cannot currently answer, and some that science cannot address

Booklet on Fetal Sentience,
Peter McCullagh

Students may be asked as homework to read this booklet and then produce an extended piece of writing
“Consider the statement: ‘There are some questions that science cannot currently answer, and some that science

continued over

*can never adequately address.’
Write at length on how this statement
might apply to the subject of fetal pain
described in the booklet on fetal
sentience*

To widen knowledge on the subject of science and ethics you may wish to refer students to the full colour booklet **Matters of Life and Death** within the student pack

Applications and implications of science

Pupils should be taught:

- a) about the use of contemporary scientific and technological developments and their benefits, drawbacks and risks
- b) to consider how and why decisions about science and technology are made, including those that raise ethical issues, and about the social, economic and environmental effects of such decisions.

Although written with the requirements of the RE curriculum and syllabuses in mind **Matters of Life and Death** provides useful background material

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RE
key stage 4
Statutory

Edexcel GCSE (new from 2009) – Unit 1 Religion and Life. Section on Matters of Life and Death (N.B units 2-7 are similar but cover other faiths)
The nature of abortion, including current British legislation, and why abortion is a controversial issue.
Different Christian attitudes to abortion & reasons for them.
Different attitudes to abortion in one religion other than Christianity and the reasons for them.

The nature of euthanasia including current British legislation, and why euthanasia is a controversial issue.
Christian attitudes to euthanasia and the reasons for them.
Attitudes to euthanasia in one religion other than Christianity and the reasons for them.

Arguments for and against the media being free to criticise what religions say about matters of life and death.
Unit 8 Religion and Society.
8.1 Religion: rights and responsibilities
The nature of genetic engineering, including cloning.
Different attitudes to genetic engineering and cloning in Christianity and the reasons for them.
8.2 Religion: Environmental and medical issues. The nature and importance of medical treatments for infertility.

The full colour booklet **Matters of Life and Death** provides a good introduction to the issues of abortion, euthanasia, fertility treatment and genetic engineering covered by the main examination boards

Covered in the abortion section of **Matters of Life and Death**

Covered in the abortion section of **Matters of Life and Death**

Covered in the euthanasia section of **Matters of Life and Death**. Legislation on life issues is covered on the final page of the same publication

Covered in the euthanasia section of **Matters of Life and Death**

The worksheet on the **Role of the Media in influencing public opinion** provides some background to this

Covered in the embryo research section of **Matters of Life and Death**

Covered in the fertility treatment section of **Matters of Life and Death**

Covered in the fertility treatment section of **Matters of Life and Death**

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	Different attitudes to infertility treatments among Christians and the reasons for them. Attitudes to infertility treatments in one religion other than Christianity and the reasons for them.	Covered in the fertility treatment section of Matters of Life and Death
RE key stage 4 Statutory	OCR GCSE (new for 2009) – Religious Studies: World Religions and/or Religious Studies: Philosophy and Ethics <i>Unit B603: Ethics</i> Attitudes towards abortion, fertility treatment, cloning	Covered in full colour booklet Matters of Life and Death
	Attitudes towards euthanasia and suicide for Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism	The stance of all these world faiths is covered for some or all of the life issues in Matters of Life and Death
RE key stage 4 Statutory	AQA GCSE (new for 2009) – Religious Studies A – Religious Beliefs and Lifestyles <i>Unit 2 Christian Ethics</i> (similar material appears in units 9,11,12,13 & 14 on ethics of other faiths) The nature and importance of medical treatments for infertility.	Covered in the fertility treatment section of Matters of Life and Death
	Different attitudes to infertility treatments among Christians and the reasons for them. Attitudes to infertility treatments in one religion other than Christianity and the reasons for them. The distinction between active and passive euthanasia; Views about the right to self-determination; the hospice movement. <u>The Use of Medical Technology</u> Fertility and genetic treatments, cloning, and The appropriateness of embryonic research... Fertility Treatments: artificial insemination – by husband (AIH) or donor (DI/AID); in vitro fertilisation (IVF); surrogacy (as an alternative to standard fertility treatments). Cloning: reproductive cloning; stem cell (therapeutic) cloning.	Covered in the fertility treatment section of Matters of Life and Death Covered in the fertility treatment section of Matters of Life and Death The worksheet Euthanasia – A Controversial Contemporary Issue covers these areas in detail Covered in the fertility treatment and embryo research sections of Matters of Life and Death
	3. Personal Responsibility Sexual Relationships including the legal age of consent for sexual intercourse; contraception.	While designed for PSHE the booklet Respect in Relationships may be a useful material for this section of the syllabus
RE key stage 4 Statutory	AQA GCSE (new for 2009) – Religious Studies B - Ethics, Philosophy and Religion Unit 1 Religion and Citizenship Topic 6 – Religion and Human Rights Students should be familiar with the role of local, national and international pressure groups and organizations	There are references to pro-life and disability rights pressure groups in many of the key stage 4 student pack materials

Unit 2 Religion and Life Issues
Topic 4 – Religion and Early Life
The issues surrounding when life begins, including at conception, development of backbone, when heart starts beating, at viability, when the baby is born;

The worksheet **Religious Belief and Abortion** in the key stage 3 student pack covers this material. It can be downloaded from www.righttolifetrust.org.uk/education

The issues concerning the quality of life, including severe handicaps, unwanted children, poverty and suffering;

The worksheet **Abortion – A Life and Death Issue** in the key stage 3 student pack covers this material. It can be downloaded from www.righttolifetrust.org.uk/education

RE
key stage 4

Statutory

Reasons used by religious believers for and against abortion; the Law and abortion, including the 1967 and 1990 Acts; Pro-Life and Pro-Choice arguments and pressure groups.

Covered in the abortion section of **Matters of Life and Death**. The worksheet **Religious Belief and Abortion** may also be useful (see above)

Unit 3 Religion and Morality
Topic 1 Religious Attitudes to Matters of Life embryology, cloning, stem cell (therapeutic); the desire to have children and the ways in which this can be fulfilled through: fertility treatments such as in vitro fertilisation (IVF), artificial insemination by donor (AID or DI), artificial insemination by husband (AIH), surrogacy; the implications of artificial methods of reproduction for those who take part and for the children produced.

Covered in the embryo research section of **Matters of Life and Death**

Covered in the fertility treatment section of **Matters of Life and Death**

Covered especially in the question panels to the embryo research and fertility treatment sections of **Matters of Life and Death**

Topic 2 Religious Attitudes to the Elderly and Death the concepts of the sanctity and quality of life; the role of ... hospices; the law concerning death and euthanasia; the use of life support machines to sustain life and the problems associated with making decisions about whether to continue life by artificial means or whether and under what circumstances a machine should be switched off and a life terminated; the issue of the right to self-determination in relation to euthanasia; the distinction between active and passive euthanasia and the contemporary debate about euthanasia

Covered in the euthanasia section of **Matters of Life and Death**. Legislation on life issues is covered on the final page of the same publication

Covered in the euthanasia section of **Matters of Life and Death** and also the worksheet **Euthanasia – A Contemporary Controversial Issue**.

The worksheet **Euthanasia – A Contemporary Controversial Issue** covers this area.

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REFERENCES

Groups providing speakers

PRO-LIFE

Right to Life Charitable Trust, PO Box 354, Sevenoaks, TN13 9GA Tel: 01732 460911

www.righttolifetrust.org.uk

Pro-Life Alliance, PO Box 13395, London, SW3 6XE Tel: 020 7581 6939 www.prolife.org.uk

LIFE, 1 Mill Street, Leamington Spa, Warwickshire, CV31 1ES Tel: 01926 421587 www.lifeuk.org

CARE, 53 Romney Street, London, SW1P 3RF Tel: 020 7233 0455 www.care.org.uk

These groups can provide speakers on a wide range of life issues

Comment on Reproductive Ethics (CORE), PO Box 4593, London, SW3 6XE Tel: 020 7581 2623

www.corethics.org

Specialises in embryology and genetic engineering issues

OPPOSING VIEWS

Education for Choice, The Print House, 18 Ashwin Street, London, E8 3DL Tel: 020 7249 3535

www.efc.org.uk

Provides speakers and educational material to schools “from a pro-choice perspective”.

Dignity in Dying, 181 Oxford Street, London, W1D 2JT Tel: 020 7479 7730 www.dignityindying.org.uk

Formerly the Voluntary Euthanasia Society, this group provides speakers to argue in favour of legalised euthanasia.

GENERAL REFERENCE WEBSITES

www.statistics.gov.uk

The main UK Government statistics website presents many possibilities for students to handle and interpret data relating to abortion, adoption, children in care etc

www.hpa.org.uk

The Health Protection Agency website is useful for exploring data trends. For example trends in STIs can be examined here.

<http://www.hpa.org.uk/webw/HPAweb&Page&HPAwebAutoList>

[Name/Page/1201094610372?p=1201094610372](http://www.hpa.org.uk/webw/HPAweb&Page&HPAwebAutoList/Name/Page/1201094610372?p=1201094610372)

GENERAL BIOETHICS

www.linacre.org

The website of the UK based Linacre Centre, a foremost Christian bioethics institute with a worldwide reputation

www.ethicsforschools.org

A website from the Christian Medical Fellowship with articles on abortion, euthanasia and biomedical issues.

ABORTION

<http://www.linacre.org/AbortionDrHelenWatt.htm> A good general article from the Linacre bioethics centre presenting arguments for and against abortion

<http://www.bpas.org/bpasknowledge.php>

British Pregnancy Advisory Service (BPAS) website. BPAS are Britain’s largest abortion provider. This website provides background information on abortion from that perspective.

<http://www.johnstonsarchive.net/policy/abortion>

Much of the abortion debate focuses on changing laws on abortion. Yet, there are significant cultural influences at work too. This website collates abortion statistics from many countries worldwide. You might ask students to analyse data from this website and discover which countries are seeing abortion rates fall and which are seeing abortion rates rise and to probe into the possible reasons for this.

<http://www.telegraph.co.uk/news/main.jhtml?xml=/news/2005/12/04/nabort.xml>

This article about Gianna Jessen, an American “survivor” of an abortion touches on many issues. It could be used to supplement the student pack material or for extended work for gifted and talented students.

RESPECT IN RELATIONSHIPS/ RISKS FROM EARLY SEXUAL ACTIVITY

Family and Youth Concern at www.famyouth.org.uk provide a valuable resource in this area. Articles on condom effectiveness <http://www.famyouth.org.uk/pdfs/CondomControversy.pdf> and the morning after pill <http://www.famyouth.org.uk/pdfs/MAP.pdf> are particularly recommended

Brook Advisory Centres present an opposing view on this issue. Their website is at www.brook.org.uk and has an education section.

<http://www.bmj.com/cgi/content/full/321/7275/1520> An excellent debate in the British Medical Journal between two doctors on the merits or otherwise of preaching abstinence to teenagers

EUTHANASIA

<http://www.helpthehospices.org.uk/our-services/running-your-hospice/school-resources/?locale=en> links to the Help the Hospices organisation educational resource materials. They have produced key stage 3 and Year 12/13 material.

<http://www.internationaltaskforce.org> is a anti-euthanasia site from an international perspective.

<http://www.carenotkilling.org.uk> UK Anti euthanasia group

<http://www.dyingwell.org.uk> All Party Parliamentary Group on Dying Well

<http://www.guardian.co.uk/commentisfree/2006/nov/24/comment.mainsection> A article in the Guardian from Jane Campbell of Not Dead Yet countering the view that people with disabilities are clamouring for legalised euthanasia

EMBRYOLOGY AND GENETIC ENGINEERING

The Association of Medical Research Charities at <http://www.amrc.org.uk> generally takes a corporate pro-embryo experimentation line.

Comment on Reproductive Ethics (CORE) at www.coreethics.org puts the opposing view

<http://www.ethicsforschools.org/abortion/deadly3.htm> Good article on status of embryo

http://www.ornl.gov/sci/techresources/Human_Genome/elsi/cloning.shtml Informative Cloning fact sheet from the United States Government

<http://www.newscientist.com/channel/sex/stem-cells/dn9982> Informative article on stem cells from the New Scientist

<http://www.timesonline.co.uk/tol/news/uk/science/article5014717.ece> An article highlighting the flight of top scientists from stem cell work in the UK.

MATERIAL FOR USE IN ASSEMBLIES AND OTHER COLLECTIVE ACTS OF WORSHIP IN SECONDARY SCHOOLS

Notes:

The material that follows has not been divided into separate assemblies for Key Stage 3 and Key Stage 4. Instead, two main themes underlie the material provided:

“Thank you for my Life”

“Atonement for Abortion”

We are, therefore offering a comprehensive selection of ideas, reflections, prayers and hymns, around these two themes which we trust will allow teaching professionals to produce high quality assemblies which are genuinely pro-life and complement academic work within the curriculum.

1. Hymns and other music:

“Lord of the Dance”

“All things Bright and Beautiful”

“Morning has Broken”

“O Lord My God! When I in awesome wonder”

“All creatures of our God and King”
(St Francis of Assisi)

“What a Wonderful World”
(Louis Armstrong)

2. Scripture Readings:

“Before I formed you in the womb, I knew you,
And before you were born I consecrated you ...”
(Jeremiah: Ch1. v.5)

“How much more valued than the birds of the air ...”
(Luke Ch 12 v.23-24)

“From my mother’s womb you have been my God ...”
(Psalm 22 v. 10)

“O Lord Our Sovereign, how majestic is your name!”
(Psalm 8)

“For it was you who formed me in my inward parts ...”
(richly relevant to the subject of abortion: Psalm 139)

“When Elizabeth heard Mary’s greeting, the baby leaped
in her womb, and Elizabeth was filled with the Holy Spirit.”
(Luke 1 v. 39-45)

3. REFLECTIONS ON “THANK YOU FOR MY LIFE”

a. How Much am I worth?

Did you know that each of us is a collection of chemicals worth about 47 pence? Try asking your parents or even teachers what they think we are worth and you probably won't get a straight answer! But it isn't that hard to work out what they really think! They dedicate their lives to us for all they can give. Love doesn't measure cost. But it does have a value. In God's eyes our worth cannot be calculated. What greater love could he show than to make us in his own image and likeness? But that wasn't the end of it. He didn't just wind us up like clockwork toys and set us on our unguided way. When we let him down by Original Sin and all our actual sins, he responded by sending his son to buy us back into his favour. Instead of “writing us out of his plan” for Creation as we deserved, Jesus died for us on the Cross, and left us his Church as a continuing source of his love, particularly in the sacraments.

b. Stars of Creation!

The gift of life would be meaningless without that other gift: our world and the rest of Creation in which to live it! You don't have to be religious to share a love of everything we call Life. The wonder we feel at it all is a very real prayer in itself! So here's a thought to take away. If God created us in his own image, he obviously thought enough of us to give us the grandest possible environment to enjoy now, and prepare for heaven, his greatest gift. Do you think it possible that he created the whole universe with us in mind; that this unique, wonderful blue planet called Earth was planned right from the beginning of Time for Man, his star-creation? It's not such a crazy idea. That seems to be the way God works. Just think about the millions of sperm it takes just to fertilise one human egg. And if that is the way he works, just think how terrible it is that we should just destroy not just our environment and millions of other creatures, but even unborn members of our own species by abortion.

c. The Whole Way

Perhaps our parents and teachers don't encourage us enough to ‘join everything up’, and look at the big picture. Somehow, they seem to assume, we'll put it all together ourselves, as we go from class to class, subject to subject. If only we did ‘join things up’, both at school and later in life, we'd start asking some very important questions. (Try asking your teachers how they think all their subjects add up!) It's obvious, for instance that understanding the biology of adolescence is important, but there's more to our developing sexuality than that. We must come to recognise – with all the help we deserve – that there is a completeness (an integrity) that embraces God's love for us, the love we must have for ourselves, the awesome power of our own fertility, and the special love we may well feel for another. Here lies one aspect of the growing maturity and authority of a young Christian adult. We may call this vision the Whole Way. Abortion, which has claimed the lives of six and a half million babies since 1967, kills, but it can also shatter the integrity God wishes for us, for our futures and for our society and nation.

4. POETRY AND PRAYER

St Francis sees everything in all its fullness and wonder:

The Canticle of All Creatures

*Most High, all-powerful, all-good Lord,
All praise is Yours, all glory, all honour and all blessings.
To you alone, Most High, do they belong,
and no mortal lips are worthy to pronounce Your Name.*

*Praised be You my Lord with all Your creatures,
especially Sir Brother Sun,
Who is the day through whom You give us light.
And he is beautiful and radiant with great splendour,
Of You Most High, he bears the likeness.*

*Praised be You, my Lord, through Sister Moon and the stars,
In the heavens you have made them bright, precious and fair.*

*Praised be You, my Lord, through Brothers Wind and Air,
And fair and stormy, all weather's moods,
by which You cherish all that You have made.*

*Praised be You my Lord through Sister Water,
So useful, humble, precious and pure.*

*Praised be You my Lord through Brother Fire,
through whom You light the night
and he is beautiful and playful and robust and strong.*

*Praised be You my Lord through our Sister,
Mother Earth who sustains and governs us,
producing varied fruits with coloured flowers and herbs.*

*Praised be You my Lord through those who grant pardon
for love of You and bear sickness and trial.
Blessed are those who endure in peace,
By You Most High, they will be crowned.*

*Praised be You, my Lord through Sister Death,
from whom no-one living can escape.
Woe to those who die in mortal sin!
Blessed are they She finds doing Your Will.
No second death can do them harm.*

*Praise and bless my Lord and give Him thanks,
And serve Him with great humility.*

(St Francis of Assisi)

AN EXCERPT FROM "THE WHOLE WAY" BY WILLIAM GRIBBIN

(Full text available on request from billgribbin@tiscali.co.uk)

*We stand for the whole way for each within all,
for dolphins and dragon-flies, boobies and bugs,
for hedgehogs and herrings, eagles and ants;
the raucous, the brilliant, the prickly, the sharp;
the slimy, the slow, the roaring, the swift;*

*An Arkful of species with Greek-stretching names;
soaring or oozing, in pursuit or on watch;
blooming or bursting, or rutting and roused;
seeding by season, light-drawn or dark;
displaying, decaying, eating or food.*

*All, we would say, bound-fragile to Earth,
each delicate-proud by offspring and Order,
linked simple in chorus to Eco-Chain laws.*

*We stand for our own kind, unique in this crowd,
Share Noah's protection of Allness by each.
We may wow at the wonder of a Universe more,
the outsights and insights of macroscope-minds,
frown our brows at the Biggest Bang Questions of all,
at creatures, Creation and God's Image Man,
conceived to this vastness by seed-burst in passion;
micro-prolific, prolific-pro-life;
ushered towards ovum,
thence instant flesh-fusion to 'me';
dawning to selfhood by little womb-kicks.*

*Then cradled by midwife, held gentle in hope,
I flex for the first time, embrace my new world;
chest out my lungs to feed heart and test Voice,
settle my focus to work out my Vision.*

*Soon soul-set on sapience, questing for Knowledge,
I light on Awareness, unaware when I came by
this intellect-engine, experience unraveller.*

*It refines, it abstracts, it compresses to diamond.
Meditate-marvelling, I finger its facets
That refract back diverseness, the spectrum of Life.*

*By a speed I faint grasp, I aim to catch all.
I muscle and mind to identify me,
joined to all others in Global dependence.*

*My right to my life is my right to Potential.
My Now must have context,
my size and my age, my mind- and flesh-health
mere episode-clues to beyond.
Let me honour Creation in my life and yours,
so vulnerable-fleeting, submissive to Time.*

*Let none then deny me my future or end;
curtail my Perhaps or split my uniqueness;
intrude on my embryo-quickness; savage my foetus
or smother my last hours for evil convenience.*

*Bow, then, dear friend, to my right to full span,
you who may find
that in authoring others authority grows;
you who make laws,
who make whole or who preach,
who shepherd or plan, who nurse or who teach.*

*Judge not. Decide not.
Define not nor limit my right to succeed you.*

(Copyright: William Gribbin)

PRAYER FROM THE HUMAN EMBRYO, THE UNBORN CHILD

By Martin Earle (A Bard of the Bard School www.bardschool.co.uk)

*Our dear brothers and sisters,
sons and daughters of the almighty God,
do not forget God's holy prophets:
When God sent messengers to his chosen people to help them to seek and find Him,
they were mocked, stoned and murdered.
And now we, silent prophets of meekness and littleness, messengers of joy and hope, cry out:
The proud have risen against us,
Ruthless men seek to destroy our lives!*

*Our elder brothers and sisters,
sons and daughters born of the New Woman, the Church,
do not forget the Saviour of the world!
When, in the fullness of time, God sent us his only Son
He chose as his dwelling the womb of a child and the blessed hiddenness of Nazareth.
And now we, the unborn, the hidden ones,
seek protection and cry out for help!
Speedily rescue us!*

*Do not forget Jesus our all,
who became next to nothing for our sake:
Utterly God without beginning or end,
he came to save us by becoming utterly man!
Utterly God in the womb of Mary as on the hill of Calvary:
He was God Almighty in our human weakness,
Embryo, unborn child, man*

*Oh brothers and sisters,
sons and daughters of the living God,
do not forget our Lord!
When He walked among the sons of men he taught them, saying,
'Whatever you do unto the least of my disciples you do unto me'.
And now we, the unborn, truly the least among you, cry out:
We have been stripped naked – feed us!
We have been deprived of our food – protect us!*

*Our dear brothers and sisters,
first fruits of the New Creation,
do not forget the waters of your Baptism!
You renounced Satan, all his lies and empty promises,
and so received the Spirit of Truth.
And now we, the unborn, the Holy Innocents, cry out:
Proclaim what is just and right!*

*And do not forget the Passion of our Lord Jesus Christ!
When he suffered he did not threaten vengeance
but prayed for those who abused him.
And now we, the unborn, the innocent ones, beseech the Author of all:
'Father forgive them for truly they do not know what they are doing!'*

*And do not forget the Holy Eucharist!
When the Eternal King desired to make a dwelling place in passing time
he chose as his host a morsel of bread.
We, the unborn, morsels of life, cry out:
Do not neglect our presence among you!*

5. ATONEMENT AND REPARATION FOR THE DEATHS BY ABORTION OF SIX AND A HALF MILLION HUMAN BEINGS IN BRITAIN SINCE 1967.

Atonement or Reparation mean making reconciliation, repaying someone for damage. In the case of aborted babies, nothing can restore the lives that were taken from them. But there is a tradition in the Church of literally making ourselves “at one” with God for sins committed. Some Catholic and non-Catholic religious orders, both men and women, dedicate their lives to prayer and sacrifice in reparation to God for the sins of the world.

We should consider how we ourselves might make reparation to God for all those lost lives created by him and cut short even before birth. We should come to see loving, physical restraint in our relationships with others, particularly with boyfriends or girlfriends as very positive, prayerful acts that make us at one with God. We should also consider private acts of self-sacrifice – like giving something up – as acts of reparation.

6. INTERCESSIONARY PRAYER:

Lord God we pray:

- ❖ For the souls of six and a half million babies; that somehow you will compensate them in your love, for all the gifts of life you intended for them in our wonderful world; for all the love they would have spread as children, as brothers and sisters, as adults and as parents themselves. Some might have been members of this school and our community. We will never know them as friends and will never know the talents and gifts they would have brought to our society and country.
- ❖ For mothers who abort their child, for forgiveness for their sin, and for comfort in the regret and sorrow they may suffer, missing the babies they would have had.
- ❖ For young men, that they feel encouraged in their dignity, and that they are helped to grow towards fatherhood and responsibility.
- ❖ For forgiveness for doctors and nurses who have aborted so many babies.
- ❖ For politicians who voted for the Abortion Act in 1967 with such terrible consequences and for those who, even now, want to extend the Act.
- ❖ For those people and organisations dedicated to helping pregnant young women, those who give advice and counsel and everything new mothers will need to support their babies.
- ❖ For inspiration for our parents and teachers and church leaders, in your love, to keep up their teaching and work.
- ❖ For all those members of Parliament and the House of Lords who represent the unborn and fight abortion and other evils.
- ❖ For all others in Parliament, the medical profession and world leaders, that they are inspired to understand Creation and your Whole Way for all your people.
- ❖ We ask Mary, Mother of all mothers, to protect and guide young women. Hail Mary, ...

