Three primary schools of thought are identified in the Christian Church in regard to defining the personhood of an unborn fetus. First, there is the genetic school which defines the personhood of a fetus in terms of the genetic code. Second, there is the developmental school which considers as human, a fetus which has developed to some degree. Third, there is the social school which defines the fetus on the basis of the mores of society, in terms of social and moral policies.

The purpose of this research is to critique the presuppositions of the methodology used by these basic schools. The critique is done in light of the witness of Scripture.

The conclusion arrived at in this research is that restricted scientific methodology cannot be used by the Christian Church in defining the personhood of an unborn fetus. This is because of the underlying presuppositions of this methodology which exclude God’s involvement in the scientific explanation of the origin and development of living organisms. As an alternative, this study presents the unrestricted scientific methodology as the most viable alternative methodology in defining the personhood of an unborn fetus. This approach appears to most closely follow the scriptural witness.