

Catholic Social Teaching:

Title	Summary	Tasks
Human Dignity	<ul style="list-style-type: none"> - Humans are created in the image and likeness of God. - God is present in every person. - Focusing on equality- we think no less of somebody because they are different race, culture, belief, work or employment situation. - It is how we address global inequality. 	<ul style="list-style-type: none"> -Judging- how would you react in different scenarios? -Conscience Alley -Debates- statements- strongly agree/disagree -Multicultural event- SCOS week -Research children’s rights- are children aware of these? - Human right posters/ sorting statements into true or false. -Exploring their own identity- who am I? Link to RE creation units
Community and Participation	<ul style="list-style-type: none"> - We are not created by God to live alone. “It is not right that man should live alone”. - Men and women must work to develop a community. We need to help and support those around us, whilst also receiving support for ourselves off others. - Most of us first experience community in our lives through our family. We are also called to participate in life of the fuller, wider community. - There should be a responsibility for social and political decisions by all and everyone in the community should be involved in decision making. - 	<ul style="list-style-type: none"> -Fairtrade links- fundraising -Look at what it says in scripture about building a community- Luke 10:25-37, John 4:20-21, Galatians 5: 14-15, Mark 9:35 etc -Case studies- Catholic Social Teaching folder on sharepoint. -Reflections on living as a community- Collective Worship. -Enhance links between your year group in the MAC to develop community and participation on a whole school level. -In groups working together to find solutions to local level problems.
Care for Creation	<ul style="list-style-type: none"> - Respect all of God’s creation- environment and resources. - Human activity and global warming must be monitored. - Creation is a gift from God, the basics for our lives, yet we can so easily take it for granted. - Care for creation makes sure we don’t neglect our environment because of technology habits, but instead protect and respect our natural environment. 	<ul style="list-style-type: none"> -RE- September creation units. -Working with schools from different countries. -Charitable work supports world wide initiatives. -Caring for our school environment.
Dignity in work	<ul style="list-style-type: none"> - Work is dignified and intrinsic good- workers are respected and valued. - We understand work as something intrinsically good, we are co-creators of God world and work is our contribution. - Work must be taken responsibly and labour treated well, this includes how employers treat their employees. There should be 	<ul style="list-style-type: none"> -Promote Fairtrade from the viewpoint of workers. -Posters- daily decisions and the changes we can make to protect workers around the world. This could be linked to current affairs, such as COVID 19. -Exploitation- KS2 -Appreciating workers in our local area.

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	<p>support for trade unions and state measures so people are safeguarded with their wages and holiday leave.</p> <ul style="list-style-type: none"> - There should be a work-life balance which highlights the importance of the Sabbath. - There should be clear justice in the work place. 	<p>-Link to vocation- SCOS week</p>
<p>Peace and Reconciliation</p>	<ul style="list-style-type: none"> - Peace can only happen when we learn to treat each other like brothers and sisters and recognise our shared vocation as children of God. - A complete trust between people in our world; not just necessarily in regards to conflict. - Peace results from harmony built into human society. 	<p>-World peace day- whole school to support- 21st September. We will link this to care of creation.</p> <p>-Work with MAC schools to promote peace.</p>
<p>Solidarity</p>	<ul style="list-style-type: none"> - Valuing our fellow human beings and respecting who they are as individuals. - Common interests - We are interdependent on others and solidarity looks at this as a positive thing, a thing to be cherished. - EG- The body of Christ-we are all individual parts and together we make up the body of Christ. - EG- a diamond- each of the faces reflect light in a different but beautiful way, at the core, at the centre, is the united view of solidarity. - Technology has made it possible to build relationships and support those in different parts of the world. 	<ul style="list-style-type: none"> -Exploring questions about solidarity. -Debates about possible answers to questions (KS2). -Learning about different saints- saint days- Collective Worship. -Public speaking to be developed in all age ranges.

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How Catholic Social Teaching will be embedded into the Wider Curriculum:

Autumn 1:	<u>Catholic Social Teaching Link: Care for Creation</u>
A wonderful world: appreciating God's Creation	<p>All year groups will complete People of God creation unit here.</p> <p>Year groups to discuss which part of God's creation they are focusing on. How would God want us to treat this part of his creation? KS1/ KS2 are to explore case studies associated to God's creation focus for their year group- can they examples of appreciating and not appreciating what God created?</p> <p>How have seashores, coasts, rainforests and general forests been neglected? What negative effects have human actions had?</p> <p>Link to 10 commandments and quotes of how we should treat others/ world around us- I will make a bank of these (CG)</p>
Autumn 2:	<u>Catholic Social Teaching Link: Human Dignity/ Solidarity / Peace and Reconciliation</u>
Peace and Conflict: Respect for all individuals	<p><u>Preschool-</u> to focus on human dignity. How has God created us all the same? (wants us to be kind, loving, caring friends) What would God say makes a good friend? Children to discuss different scenarios and choose how they should react. Eg their friend is sad- what should they do? Link to Bible stories.</p> <p><u>Reception-and Year 1</u> to focus on solidarity. The emergency services all have different jobs but work together to protect, care and look after us. This year group can build on working together for the common good, using the example of the emergency services. Discuss the gifts and talents God has given each member of a service and how people in each service have a different interest, using it to help others and make the world a better place.</p> <p><u>Year 2-</u> to focus on peace and reconciliation. Focusing on the aspect of 'war'. Would God want a war in our world? Is this an example of treating each other like brothers and sisters? Was there 'trust' between people in our world? This year group should compare how the world is today. Is there 'trust' between people in our world today? Has this changed since the past? Is peace being spread in our world today? Link to physical behaviours etc.</p> <p><u>Year 3-</u> to focus on peace and reconciliation- building on from the teachings in year two and linking it to solidarity. Looking at invasions – how we treat others and God's creations. Was there peace and reconciliation during this period of time? Were the Vikings actions promoting peace? How did it effect religion?</p> <p><u>Year 4-</u> to focus on peace and reconciliation whilst building on the teaching of year 3. Was there harmony in 1066? What needed to change? Link this to solidarity and working together for the common good. Compare to the present.</p> <p><u>Year 5-</u> to focus on human dignity by looking at the legacy of Ancient Greeks and its civilisation achievements. To focus on the different God's that people believed in and to look at the building the Greeks created to Worship. What do these buildings tell us about how the Greeks felt about their God? Children will learn In Ancient times, the concept of dignity usually referred to respect for</p>

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	<p>individuals with a high social status: a Greek king. Do bible teachings agree with this ‘ancient time’? How has human dignity developed since this time period? Is there still ‘social status’? Do we show ‘respect’ to all?</p> <p>Year 6- to focus on Human Dignity and the culture of Africa, specifically focusing on equality. This can be linked to the Dignity of work thinking about labour in these countries. Are we respecting Human Dignity?</p>
Spring 1:	<p><u>Catholic Social Teaching link: to be confirmed. Embedding the use of Virtues and Values for these units.</u></p>
A moment in time: Learning from the past for our future.	<p>This unit does not lead itself to exact CST links, however incorporates elements of several CST themes, especially ‘solidarity’ and ‘community and participation’.</p> <p>Preschool and Year Reception- to be discussed further- CG and MH</p> <p>Year 1 are to embed elements of ‘Human Dignity’ and whether kings and queens were valued more than others. Was it fair? Respectful?</p> <p>Year 2 are to embed ‘solidarity’ within their unit by looking at how people responded to the Great Fire of London and were interdependent on each other.</p> <p>In KS2 year groups, Catholicity in to be explored. Year groups are to look at what Catholicity was like during the time they are focusing on. Depending on how the teacher plans for this unit, depends on which CST is going to be focused as these units are very broad. CG to support in embedding CST for this unit when teachers have developed their medium-term plans.</p>
Spring 2:	<p><u>Catholic Social Teaching Link: Care for Creation/ Dignity of work</u></p>
Nurturing Nature: Engaging and taking responsibility	<p>Preschool- to focus on care for creation. They can look at whether animals are being cared for in a good way? For example, within a zoo. They can discuss how to care for pets and how pets should be treated. This will be enhanced through school trips.</p> <p>Year Reception- to also focus on care for creation. They will build on the teachings of preschool, basing the focus on ‘plants’. They can look at whether people in our community are taking care of what God created and are looking after plants. When planting their own plants, they can discuss how they need to be looked after. When looking at ‘bees’, children are to focus on saving the worlds resources.</p> <p>Year 1- to focus on care for creation. Why do we need to recycle? Why do we need to take of the environment God created? How can we live sustainably? How will recycling help ensure there are enough resources in our world? What will happen if we do not live sustainably? Teachers are to make these between recycling and human actions.</p> <p>Year 2- to focus on care for creation. Teachers are to build on the teaching of Year One, linking to biodiversity and caring for habitats in our local environment.</p>

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	<p>Year 3- to focus on care for creation and dignity of work. This year group are to focus on whether we are sustainably looking after God's creation in the farming industry and linking it to countries around the world through fair trade. Do we distribute fairly? Are workers treated fairly? Link to human dignity and dignity of work here by looking at the treatment of workers.</p> <p>Year 4- to focus on care for creation. Are we taking responsibility for the energy God created? Are we wasting energy? How do some people protect God's creation? E.g Solar Panels/ wind power etc. Linking to climate change/ global warming- are we protecting God's wonderful gift?</p> <p>Year 5- to focus on care for creation. They are to focus on how humans can protect habitats and natural resources.</p> <p>Year 6- to focus on care for creation. Are we preserving plastic? Link to recycling and human actions. Are people living selfishly? Are we using plastic wisely? Are there enough resources for everyone? What is the world-wide effect? Are we caring for the world and thinking about the common good?</p>
<p>Summer 1:</p>	<p style="text-align: center;"><u>Catholic Social Teaching Link: Dignity of work/ Human dignity</u></p>
<p>We are engineers: Embracing technology to solve problems.</p>	<p>Whole unit can be linked to vocation- who is God calling us to be? (jobs) Using the teaching of SCOS in April.</p> <p>Preschool- to focus on dignity in work and the role of builders. Children to explore the role of buildings in creating homes to help make God's kingdom grow. They can link this to scripture, thinking about people who build in the Bible.</p> <p>Reception- to focus on human dignity. Children to explore different transport workers. Are they respected and valued? Do people show care to them? Discuss how Jesus devoted his life to manual work.</p> <p>Year 1- to focus on human dignity linked to inventors. How are inventors like God? What did God create? Children are to make links to humans being created in the image of God. What special gifts and talents do inventors have? How has these talents changed the world for the common good?</p> <p>Year 2- to focus on human dignity and dignity of work. Teachers are to embed the teachings of Reception and Year 1. Children are to explore how vehicles have changed from the past to present. Why did God create inventors? What special gifts and talents have they got? Teachers are to link this to vocation and who God is calling them to be in their 'job'. Compare factory making of vehicles in different countries- does this promote the dignity of work we want? Are working environments equal?</p> <p>Year 3,4,5,6 to focus on human dignity. Looking at the God given gifts and talents of scientists and inventors. How have they acted in the image of God? How are they contributing to the common good? Are they using their talents wisely? How could we use their example? Link to virtues and values: 'faith-filled', 'generous', 'grateful' and 'wise'.</p>

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Summer 2:	Catholic Social Teaching Link: Community and Participation/Solidarity
Our place in the world: Identity and community	<p><u>Preschool</u> – to focus on human dignity and community and participation. They are to focus on themselves and how they were created in the image of God. Can they describe their qualities? How do they use these in our school community?</p> <p><u>Reception</u>- to focus on human dignity and community and participation. They are to build on teachings from preschool, looking at themselves as individuals created in the image of God, linked to key virtues and values: loving, compassionate, faith filled, generous and grateful. They are to then link this to how they show these qualities in our community of home, school and parish. What actions do they use to show these qualities? How are they following Jesus’ footsteps?</p> <p><u>Year 1</u>- to focus on community and participation, building on the teachings of Year Reception. They are to look at different communities, particularly those of different faiths. What builds their community? Their interests, religion, beliefs and qualities. How can they add to our community for the good of others? How can we help and support those around us?</p> <p><u>Year 2</u>- to focus on community and participation, specifically in Gambia. How is the community in Gambia different to ours? Focusing on family life, children are to make links to the teachings of God using the virtues and values. Do we see these values in both communities?</p> <p><u>Year 3</u>- to focus on community. Focus on early civilisations and how they lived and compare this to the present. How were the teachings of the Bible embedded during these times? Were they? Was there emphasis like today?</p> <p><u>Year 4</u>- to focus on community and participation. How is Catholicity celebrated in Spain? Look at community traditions and virtues and values are lived out.</p> <p><u>Year 5</u>- to focus on community/participation and solidarity. To focus on why people want to immigrate. To look at different cultures and how virtues and values are shown. To link to solidarity and think about how different communities are interdependent on each other.</p> <p><u>Year 6</u>- to focus on community and participation. Is responsibility for social and political decisions held at the lowest and most appropriate local level so to allow everyone in communities to be involved in decision-making? Are people working together to make decisions for the common good?</p> <p>All year groups are to make children aware of their ‘child rights’, appropriate to each age range. Teacher judgement must be used.</p>

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Staff fill this in when planning unit for each term.

Added to Medium Term Planning:

Stuck into class catholic life books and reflected on by children at the end of each unit, linking AT1,2 and 3.



How does this unit embed the Catholic Pupil Profile at Our Lady and St Hubert's?

Comment only on those virtues that are appropriate

<p>Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and generous with their gifts, becoming men and women for others.</p>	<ul style="list-style-type: none"> •
<p>Attentive to their experience and to their vocation; and discerning about the choices they make and the effects of those choices.</p>	<ul style="list-style-type: none"> •
<p>Compassionate towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.</p>	<ul style="list-style-type: none"> •
<p>Faith-filled in their beliefs and hopeful for the future.</p>	<ul style="list-style-type: none"> •

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<p>Eloquent and truthful in what they say of themselves, the relations between people, and the world.</p>	<ul style="list-style-type: none">•
<p>Learned, finding God in all things; and wise in the ways they use their learning for the common good.</p>	<ul style="list-style-type: none">•
<p>Curious about everything; and active in their engagement with the world, changing what they can for the better.</p>	<ul style="list-style-type: none">•
<p>Intentional in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others.</p>	<ul style="list-style-type: none">•

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Embedding Catholic Social Teaching:

- Reflection questions at the end of lesson to draw teaching together and assess individual children's understanding of each Catholic Social Teaching.
- Each week children take part in class collective worship. Teachers are to choose a theme for collective worship based on four elements: Liturgical Year, RE teaching, Catholic Profile Virtues and Values and Catholic Social Teaching. They are to use the theme of their focused Catholic Social Teaching for that term. They may also wish to embed previous Catholic Social Teaching themes too.
- Class Big RE books (Catholic life) will be used to evidence plenary questions associated to Catholic Social teaching, as well as reflections from Collective Worships. Catholic Life class activities will be reflected in their big book to all Catholic Social Teaching themes so children can make links to themes in daily life. Knowledge will be embedded into daily life.
- Teachers are to link current affairs in the world to Catholic Social Teachings. Reflections can be made within collective worship.
- Catholic Social Teaching themed weeks for year groups (long term plan 2021).
- Teachers will receive CPD through staff meetings on how to embed Catholic Social Teaching into teaching naturally in daily life of school.
- CG to work closely with teachers in the planning process and delivery of teaching to see how plan to embed Catholic Social Teaching needs to be adapted.

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- CG to work with CS (Curriculum Lead) to make links between 6C's and Catholic Social Teaching transparent.