

## **Catholic Social Teaching in our Curriculum Implementation**

Our Mission statement reminds us that in all we do 'Christ our original teacher will support us.' Through our application of the seven principles of Catholic Social Teaching we aim to expand the curriculum we offer and develop students who know their place in the World we have been given by our Heavenly father. But more than that, we aim to show our students the application of these principles and how they relate to our actions and behaviour in school through application to our ARCH principles (Behaviour Policy). We ask our students to consider their actions and behaviours in lessons to ensure learning is paramount. We want all our students to experience dignity of work both through what we teach, and how we teach it. We want students to experience a sense of belonging and a feeling of self-worth. They should have a positive attitude to others as well as themselves, where they value and support a diverse society. We wish to develop a sense of awe and wonder in our World and in education to ensure we promote life long learning to better our world.

For each curriculum area their implementation of Catholic Social Teaching is summarised below with more information on their individual curriculum plans:

### **Catholic Social Teaching in Religious Education**

Catholic Social Teaching is rightly evident across the Religious Education Curriculum. The new Religious Education Directory "To know you more clearly" allows students in Years 7,8 and 9 to gain a full understanding of Catholic Social Teaching. Students explore all elements of CST during the course, for example, "Care for Creation" in Year 7 with students reflecting on how we can all look after our common home. In Year 8, students will explore the life of Oscar Romero and how he fought for justice for the oppressed. A further example, in Year 9 students assess what it means to be human,

and reflecting on the sacredness of human life. In Year 10 and 11 Religious Studies GCSE, CST is studied as a distinct topic, but also it is also present in other units such “Creation” and “Relationships in the 21<sup>ST</sup> Century”. In Year 12/13 A Level Religious Studies students’, through topics such as the Teleological argument we will explore how we should “Care for Creation”. In the Ethics component students will reflect on Human Dignity, Rights of Workers, Solidarity and Common Good through their study of Euthanasia, Business Ethics and Sexual Ethics. Finally, in the Developments in Christian Thought students will see how CST is evident in the life of Bonhoeffer and Gender. The Core RE programme has a set of 7 lessons focused entirely on CST. In addition, CST will be evident in other topics that students will explore such as the Death Penalty, Wealth and Poverty and Organ Donation.

### **Catholic Social Teaching in English**

Our English curriculum is designed with Catholic Social Teachings at its heart, underpinning our text choices, units and activities that students complete. The Dignity of the Person is explored through our work on mythology and autobiography, where we look at human experience from across different times, places and cultures; students are encouraged to use creative writing as a way of exploring their own sense of self. Solidarity is valued and promoted, primarily through our development of a reading culture that encourages empathy and understanding; students are asked to write from different perspectives, allowing them to imagine life in someone else’s shoes. English explores The Common Good through our in-depth study of books focusing on issues of social responsibility; our Year 9 novel *The Crossing*, portraying the experience of refugees, is an embodiment of this. The frequent depiction of oppression, poverty and powerlessness in Literature encourages students to reflect on the Favourable Option for the Poor and Vulnerable, and allows them to consider issues of social justice. Peace is explored through first-hand accounts of war, for example, through the voices of

Wilfred Owen and Anne Frank, where students are able to empathise with the impact of conflict across the world. How human actions have consequences for the natural world is a common concern of Literature, allowing students to consider our obligations to Care for Creation, shown most vividly in our study of the Romanticism Movement. Dignity of Work and Participation is explored through a wide range of careers that students are introduced to, but, more fundamentally, through how we prepare our students to participate in the wider world, as passionate advocates of equality with confident control of the written and spoken word.

### **Catholic Social Teaching in Maths**

Catholic Social Teaching is a key aspect of teaching within the school. CST has been integrated into the curriculum and links to real life contexts of each mathematical process explored in every year group. For example, teachers support students to consider different wages and discuss a realistic percentage of that wage that can be used to support the poor and vulnerable, a key aspect of Catholic teaching, especially when considering how this can be exercised in society. When looking at data, we explore the numerous statistics related to the human impact of a lack of clean water and food or communities and individuals affected by natural disasters. The Mathematics department use classroom displays and signposts to pique the students' curiosity and to invite conversations that link Catholic Social Teaching to every day life. As a teaching strategy in Maths, we are tolerant of differing methods of learning and use class discussion to tackle mathematical problems, we often find varying strategies to come to the same solution. We teach that no method is better than the other and accept and listen to other points of view.

## **Catholic Social Teaching in Science**

In Science, we consider the ways that the subject has helped humanity through innovation and technology impacting directly on the human race or helping to protect the planet on which we live. We consider our role in our solar system and consider this in relation to our beliefs about the creation of our world by God. We take a scientific approach to our work and develop a curiosity in students through practical work and experiments encouraging them to ask questions, provide ideas and then investigate to provide answers and solve problems along the way. When we look at topics such as medical advancements including Stem cell research and genetic engineering, we look at the decisions that must be made and remember that all life is created by God and at all times we consider the dignity of human life. In all science there is an element of awe and wonder and we look at our role as global citizens in developing our expertise and sustainable technologies, without harming our world. We acknowledge the story of creation and the value placed on life on earth as well as our role as stewards of conservation in maintaining biodiversity. We refer to *Laudato Si* written by Pope Francis and look at his teachings to ensure we preserve our World for future generations.

## **Catholic Social Teaching in Art and Design**

The curriculum in Art and Design plays an important role in the development and understanding of the World in which we live. As part of the courses, we explore different perspectives on the environment and it is this that provides us with a vehicle to explore Catholic Social Teaching. We raise awareness of the fragility of the environment and how capturing that in Art and design can help us preserve and explore the past as well. In all Key Stages, students are asked to consider the selection of sustainable materials and economic use of material so that there is a fair distribution of the world's resources. We particularly look at the common good and common home when exploring different mediums such as the use of sustainable wood and plastic.

### **Catholic Social Teaching in Business Studies/Computing/Economics**

Our curriculum aims to incorporate Catholic Social Teaching using the ideas reflected in *Evangelli Gaudium* (2013) where the definition of Business is one that provides an anchor for the concept of the common good: “Business is a vocation, and a noble vocation, provided that those engaged in it see themselves challenged by greater meaning in life; this will enable them truly to serve the common good by striving to increase the goods of this world and to make them more accessible to all”. Students are taught that the objective of business should not be purely one of maximising profits but to ensure an overriding responsibility to add value to society and serve the common good. Maintaining good relationships with all of the stakeholders (employees, customers, the community etc) affected by business decisions are at the heart of good business practice. Work and employment are key aspects of the curriculum in both Business and Economics. Work is seen as not only a way to earn money but as an essential aspect of human life. Producing goods and services, whether it be for pay or not, adds to the value of society. Dignity in employment is discussed in terms of Trade Unions and the right to respectful working conditions. Finally, we consider the impact of commercialism on the environment as well as looking at solutions to some of the issues created as a result of this.

### **Catholic Social Teaching in Drama**

Within the Drama curriculum we explore a wide range of stimuli which often includes key events (both modern and historical), peoples' experiences from all social classes, gender, age, and race. There are many examples of how our students are given the opportunity to explore and connect with the experience of others and to understand how both individuals and communities have overcome challenges through both devised and scripted work. We teach about the dignity of the human person through

discovering the stories of people, researching the social context of events and the impact on peoples' lives. Through our work on fears in Year 7, social media and bullying in Year 8 and the London Riots in Year 9; we guide students to explore issues with sensitivity and emotional maturity. Throughout all Key Stages, many of our schemes focus on conflict and resolution, exploring the experiences and emotions of others and finding opportunities to work together to end or resolve conflict. Through our Blood Brothers scheme at Key Stage 4, we consider those who lived at a different time to us, those who were less fortunate than us and how this impacted their lives. We explore how social developments have affected dignity of work through the ages, focusing on the cultural and historical elements within the play.

### **Catholic Social Teaching in Geography**

The Geography department celebrates God's world and people. Content of lessons, teaching styles, student relationships and the management of the department has this as its core focus across all year groups. Geography cannot be taught without acknowledging its key aspects.

At KS3, each unit taught is linked to one of the key aspects (although most can and are easily referenced in all units) with time and focus exploring it further. In Year 7, the Indian Place study gives a focus to Solidarity. In Year 8, Tropical Rainforests give a focus to Care for Creation. Whilst in Year 9, the Tourism Unit focuses on the Dignity of the Person. This is an ongoing development area with resources and links being created.

The AQA syllabus at GCSE allows opportunity for the application of the core values again. The evaluative nature (AO3) required of many questions can be and is based around many of them. This includes amongst others, the Development unit of Paper 2 and Living World section of Paper 1. These units have people and the environment at their heart which form the basis of Catholic Social Teaching. This is further developed by those students who choose A Level Geography. Units such as Globalisation and

Governance again focus on people (especially the winners and losers of globalisation) and their impact on the world both good and bad.

The teaching of the Geography department is highly inclusive where the needs of all are met. This is especially true of those with SEND and other additional needs. The focus on people and good relationships is also equally applied to staff and their management. People come first, be it staff, students, or visitors to the school.

### **Catholic Social Teaching in History**

In our curriculum, we investigate key events and people from all social classes, gender, age, and race. There are many examples of how our students are given the opportunity to connect with the past and to understand how communities have overcome challenges in order to survive. We teach about the dignity of the human person through investigating the stories of people through the ages and we consider them all being in the image and likeness of God. Through our work on the Holocaust in Year 9 we teach students to explore issues sensitively and ethically. So much of our study is concerned with conflict and tension in the past. The resolution of conflict through peace settlements allows us to consider how communities work together to end conflict. In this we look at brave individuals who have fought for the Common Good for example, Emmeline Pankhurst and Martin Luther King. We consider all those who are less fortunate than us and how this impacted their lives and how social developments have affected dignity of work for example when we look at 1920's USA. Finally, we look at how humans have interacted and used the land God created to suit their needs. An example of this can be seen in the unit of work analysing the construction of castles.

## **Catholic Social Teaching in Modern Foreign Languages**

We aim to develop a curiosity and enjoyment of languages that leads students to understand and value other cultures and ways of life, enabling them to see the world from a different perspective, promoting CST wherever possible. We focus on the importance of working together to achieve our best possible outcomes and how the study of a language builds a person's general literacy and work ethic. Our students recognise their place in a regional, national and global community and as one family in the eyes of God. As part of our work, we consider different working conditions across the world and how wealth is distributed. We consider global social issues such as poverty and hunger and reflect on what we can do to address them. Through our discussions we appreciate that God has made us all equal and we should show compassion towards each other regardless of nationality. At KS3, we look at our rights as humans and look at food, education and our homes and link that into a healthy lifestyle with hobbies and holidays linking into the common good. At A level, we develop our understanding of peace and reconciliation that led to democracy.

## **Catholic Social Teaching in Music**

For many, music is a safe space and a time to reflect. In order to flourish, creative subjects such as Music work hard to cultivate an environment where all can feel free to work together and express themselves. Students work in groups where all are able to be themselves, engage with every task and celebrate their differences. Music is also a key part of collective worship at our school. We investigate different genres of music and look at how music can be used to heal and to remove barriers and help to make the world a better place. Through group presentations we make collective decisions and listen to each other without one needing to take the lead. Students are encouraged to be reflective during the process and provide constructive feedback for one another. Through this, we remember that we are one in God's family. We



recognise the talents that we have been given by God and we work to find and develop those talents through our lessons and beyond into our extra-curricular provision.

### **Catholic Social Teaching in Physical Education**

Catholic Social teaching is incorporated into every aspect of our inclusive PE curriculum, providing all students with the opportunities to explore their talents in a safe and supportive environment. Students work in solidarity to support their teammates and work towards achieving common goals. We teach them to show compassion and equality to each other by remembering that we are all made in the image and likeness of God. By working together students develop not only their physical skills, but also their sportsmanship values allowing them to work in peace and harmony. Theoretically we investigate how sport provides opportunities to break down barriers allowing everyone to be included and valued in society and how sporting values are still withheld in the highest levels of sport. We recognise the talents that we have been given by God and we work to find and develop those talents through links with our local community sports groups.

### **Catholic social Teaching in Psychology / Health and Social Care**

Catholic Social Teaching (CST) relates to the entirety of Psychology and how examples of oppression e.g. Milgram and Zimbardo's study can be used to change and benefit society and how these explanations of behaviour can be used to educate future generations on how not to behave and instead develop well rounded citizens who are concerned with the common good and care for creation. The impact of psychological research and events that have happened in history such as genocide in Germany and Mai Lai alongside investigating disorders such as schizophrenia, OCD and depression encourage the values of solidarity and common good.

When discussing Health and Social Care (HSC), we often talk about people who may have lost aspects of dignity and our response in the poorest situations, whether this be emotionally, physically or financially. Through learning about barriers to care, stigma associated with disabilities, issues within workplaces regarding discrimination, equality and pay students are able to see the true impact of CST and how we can empower people and promote peace and solidarity, for the common good for all.

### **Catholic Social Teaching in PHSE/RSE**

Personal, Social, Health and Economic (PSHE) education is vital to a lifelong learning process where students are guided to make responsible and well-informed decisions. As a Catholic community, we encourage our students to recognise they have been uniquely created in the image of God and to understand their special worth and value. To this end, Catholic Social Teaching is an essential part of the PSHE course. The "Dignity of the Human Person", runs across all topics in the PSHE course. Recognising, that as humans we are sacred and precious, which allows us to have self-worth and respect others. In PSHE, students study topics that allow these values to be explored such as the effects of bullying, online safety, the dangers of smoking and alcohol.

In RSE (Relationships and Sex Education) students spend a full term exploring the importance of the dignity of the human person, the value of family, and the importance of being part of a community and solidarity through topics such as eating disorders, abortion, parenthood, positive relationships and living responsibly.