

CATHOLIC SOCIAL TEACHING PLANNING OVERVIEW- ROOTED IN LOVE

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Care of Creation</u>	Learning Intentions: To recognise that we are called to care for God's creation.	Talk about your own feelings and what matters to you: In a template of the planet, write all the things you love about it. Outside, write the things you do to look after the planet. Explain why you do these things by referring to humans being told to look after God's creation in Genesis.	Write a thank you note to Greta for what she did. Use some religious words to say why caring for the planet matters to you as a Christian.	Children are making links between their beliefs and actions. They are linking to Scripture and using a range of religious vocabulary. They should write their own prayer of petition. Children should start with referring to their duty, which they know because of Genesis. They could ask God for courage, confidence, wisdom to become the best steward of God's creation.	Children to annotate a selection of paintings depicting the Garden of Eden. 1. They should make links between its elements and how this is taken (or not from Scripture). 2. They should relate this to Christian duty and beliefs towards the environment today e.g. 'God made all kinds of beautiful trees grow there.' This is why we have a duty to re-plant whatever is cut down and avoid over-using paper, ensuring we recycle.	Children to write a letter to their favourite band to encourage them to choose sustainability first on their next tour. Children should always make reference to their catholic duty to be stewards of God's earth.	Debate the issue of climate change, with 8 different perspectives using specific questions All children are challenged to make links between a duty of stewardship, Scripture and Laudato Si in their debates.

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<u>Preferential Option for the Poor</u>	To understand that we must help those in need and put the poorest first	ng My Friend Andy, children could record a video message for their school website/assembly. The video should show their understanding of the message in this story and that Advent is a time of giving. They should mention one thing they would like to do to help someone in need.	Create a Reverse Christmas List. -Write and draw a list of what you could collect and give to a local charity for those in need. Think about: Presents, clothes, food, etc. -Include recognition of the fact that Advent is a time of reflection,	Children to create their own Advent giving calendars which will see them bringing items to school, for the local foodbank.	All children to create a flyer, encouraging their school community to bring in donations for Kindness Packs. Flyer could include logistics about what's needed in the pack, where to leave donations, when. It should also include links to Catholic duty and Scripture.	Construct arguments as to why a Preferential Option for the Poor is most beneficial for the world. They should use Scripture passages of their choice as evidence for this particular point of view.	Compare their own and others' answers to how we should treat homelessness in relation to our purpose as Christians on earth. Children should include references to Scripture.
<u>Solidarity and Peace</u>	To know what peace means.	Make a paper people 'chain of peace' and give each child time to draw themselves on one of the people. Encourage them to draw their differences e.g. skin, hair, clothing. Display this under the bible quote Roman 12:16-	Children to write/draw about their own experiences, when they have been peacemakers, according to the definitions given in the book. Encourage them to recognise what Scripture teaches us and	Choose a peacemaker from those mentioned in main teaching slides and create a factfile on them, focusing on their peace work	Write to your headteacher to ask them to insist on only using fairtrade products in school. Think about including: • Why Fairtrade is especially important as Christians,	In groups, prepare a speech to inform your school community about the Corrymeela community. -What do they do? -Why is this important? (Bible references/refer	Children to use ipads (or equivalent) to explore child appropriate links on the doc. Teacher can give permission for other links but please do look through these beforehand to ensure they are all appropriate.

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		'Live in harmony with one another.'	perhaps have them write 'I have been a peacemaker for Jesus when I...'		working for solidarity and peace. • What the bible tells us about living in solidarity with each other • Why there is a need for Fairtrade	to Jesus as a model for solidarity and peace)	Give children access to headphones so they can appreciate the protest songs. Encourage them to read/perform the poems aloud.
<u>Community and Participation</u>	To understand how to participate in my community.	Focus on one of your communities that you would like to show a little more love to or participate more actively in, as God asks of us. Write a pledge, indicating what you will do.	Prepare a few words to say to the community (or just their person) about why the picnic is happening. The children should focus on what we learn from Scripture: love one another (Jn. 13) and love your neighbour as yourself (Mt. 22)	With a wider range of Scripture passages, draw a picture of 'perfect community' that shows off this Scripture in action. Annotate your drawing to explain how each element shows community and participation as Jesus taught us.	Create a poster to encourage new members to join a community you are a part of. Include: • What the community is about; • Why you go and enjoy it; • How you participate; • Why community and participation is important.	Share names of organisations in your local community that work with these groups of people. Choose a particular organisation to come in and discuss their work with the class and how the chn can do something to help support their mission.	Decide on one local group that you can reach out to. Propose a participation event where the children can attend one afternoon and do something that will help e.g. performing to care home residents; reading with playgroup; being marshalls at ParkRun.
<u>Dignity of Workers</u>	Complete these sentences:	Complete these sentences:	Complete these sentences:	Answer the questions using	Answer the questions:	Using what we have learnt	Using what we have learnt

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	When I grow up, I want to be _____. I should be treated with love at my job because _____. What do you want to be when you grow up? Why? Draw a picture of you as a grown up doing your job.	When I grow up, I want to be _____. I should be treated fairly at my job because _____. One way I should be treated fairly is _____. What do you want to be when you grow up? Why? Draw a picture of you as a grown up doing your job.	When I grow up, I want to be _____. I should be treated with dignity at my job because _____. One way I should be treated with dignity is _____. What do you want to be when you grow up? Why? Draw a picture of you as a grown up doing your job.	the sentence starters to help you. What does the word 'dignity' mean? What things gives people dignity in their work? How does buying Fairtrade products help give people dignity in their work?	What things gives people dignity in their work? How does buying Fairtrade products help give people dignity in their work? How else could we help people who face indignity in their work? Write an acrostic poem for the word 'dignity' or 'Fairtrade'.	today, write a letter to the headteacher explaining why your school should use Fairtrade products as much as possible. Use the sentence starters to help you.	today, write a letter to the manager of the local supermarket asking them to sell Fairtrade products at a reduced price to demonstrate their commitment to not profiteering from unfair practices. Make sure to explain how this would work towards The Common Good and support the global community, and include specific reference to scripture.
<u>Dignity</u>	Write: I am special because... and one thing that makes you special.	Write: I am special because... and list the things that make you special!	Write: I am special because... I know God loves me because...	Write a I Am Better Than OK poem. Use the sentence starters to help	Write a I Am Better Than OK poem. Think about the special talents you have that	Use what we have talked about today to write an Acrostic poem about everyone's special gifts,	Use what we have talked about today to write an Acrostic poem about everyone's special gifts,

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	Then, draw a picture of you and your special gift.	Then, draw a picture of you and your special gifts.	and list the things that make you special! Then, draw a picture of you and your special gifts.	structure your poem. Think about the special talents you have that you are proud of.	you are proud of. Try to include what you learnt about God's love in your poem.	talents and inherent dignity for the word DIGNITY.	talents and inherent dignity. You could use the words: DIGNITY, SPECIAL, UNIQUE, LOVED or any others that you can think of.
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