

Catholic Social Teaching Across the Curriculum

Catholic Social Teaching (CST) is embedded and referred to within our whole school curriculum. In lessons, our children are able to draw links between the themes that they are studying and how they link to CST themes and 'faith in action'.



	<p>A preferential option for the poor means that we think first about the needs of those who are the most vulnerable. Jesus taught that when we feed the hungry, welcome the stranger, clothe the naked, look after the sick and visit those imprisoned, we are looking after Him.</p> <p><i>'Learn to do good; seek justice, rescue the oppressed, defend the orphan, plead for the widow.'</i> Isaiah 1:17</p>
RE	<p>The Catholic Social Teaching strand focuses on the impact of faith and how Christians act in the world. Throughout their learning the children will explore how prophets (like Isiah) called for justice for the oppressed, and the expectation of a Messiah who brings good news to the poor. They will study parables and Jesus' actions which prioritise the poor, sick and outcast. They have the opportunity to link the practices of fasting, almsgiving and prayer to supporting those in need and they examine how the early Church lived in community, shared resources and cared for the vulnerable. Finally, the children are able to explore how Christians work with others for the common good, addressing social injustice and inequality.</p>
ENGLISH	<p>Our literacy curriculum offers numerous opportunities to connect with the Catholic Social Teaching principle of Preferential Option for the Poor. Teachers aim to incorporate texts and narratives that highlight the experiences of disadvantaged communities, fostering empathy and understanding among students. By selecting literature that addresses themes of poverty, social justice, and the importance of community support, teachers are able to encourage discussions that promote critical thinking about societal inequalities. Activities such as storytelling, role-playing, and collaborative projects further engage students in exploring how they can contribute positively to their communities. This approach not only enhances literacy skills but also instils a sense of moral responsibility, empowering students to advocate for those who are less fortunate and to recognise their role in building a more equitable society.</p>

MATHS	By using data from local communities, such as statistics on income disparity or access to resources, teachers have the opportunity to facilitate discussions that highlight the challenges faced by disadvantaged groups. Activities like budgeting for a community project or analysing the impact of charitable donations engages our students in practical applications of maths while fostering a sense of social responsibility. This approach not only enhances mathematical understanding but also encourages students to think critically about their role in addressing social inequalities and supporting those in need.
SCIENCE	Where possible teachers strive to incorporate real-world problems related to poverty and social justice, allowing students to apply scientific concepts in meaningful contexts. By using data from local communities, such as statistics on environmental issues or access to clean water, teachers can facilitate discussions that highlight the challenges faced by disadvantaged groups. Activities like investigating local ecosystems or conducting experiments on resource conservation can engage students in practical applications of science while fostering a sense of social responsibility.
RSE	The foundation of this programme is that every child is created, chosen and loved by God. The children explore that individuals- regardless of their circumstances, background, or economic status- possess inherent dignity as a child of God. It empowers children to understand their own worth, which directly links to the duty of protecting the most vulnerable (including those with low self-worth, marginalized children, or those experiencing poverty). They explore how to recognise the needs of others and challenges pupils to consider how to create a more just society, focusing on the needs of the vulnerable rather than just individual gain.