

God Matters: Supplementary Guidance

Year Two: Catholic Social Teaching



Jesus said. 'I am the light of the world. Whoever follows me will have the light of life and will never walk in darkness.' John 8:12

Rationale

The focus for this unit is recognising the duty Jesus placed on his followers to be a light to the world and how this links to Catholic Social Teaching and Pope Francis' encyclicals *Laudato Si* and *Fratelli Tutti*. A particular emphasis is placed on the themes of Solidarity, Human Dignity and the Option for the Poor.

Theology

Our Christian duty to use our gifts to support those in need and stand in solidarity with them is linked to the message found in the parable of the talents and Jesus calling us to be like a light for the whole world.

A PROFILE OF THE YEAR TWO CHILD IN RE

AT1: KNOWLEDGE AND UNDERSTANDING ('learning about')

Developing Knowledge and Understanding

- The diet of Bible stories/People of God is continued, stories of key people of faith, particularly the saints, are added in. They also hear about key people/groups in the local, national and global Church, e.g. Cafod, Mini-Vinnies, Caritas.
- Children understand difference between Old and New Testaments. Religious timeline is added to.
- When they are ready they are encouraged to retell the stories they have heard. A "retelling" is a sequenced narrative that is correct in its detail and order. Thinking skills are often used to explore the story before the children are asked to complete a retelling. Fishbone Diagram, Similar/Different Vent Diagram Y Chart and Fortune Line are particularly useful for this age group. Encourage use of key and religious vocabulary. Drama, hot-seating, art etc. can also support children in unpicking the story. Asking children to sequence a story using a set of pictures or phrases can be useful preparatory work but it is not a retell in itself. Generally, be wary of over scaffolding any activity that is to be used to assess children's knowledge or understanding. Those who have difficulty writing are asked to verbally retell the story to an adult who then scribes for them.
- Although a key part, the Year 2 RE curriculum is not all about retelling – it is more about developing the skills to explore and empathise with the characters and settings, and to begin to unpick why this story is important for us to know about. Teachers to model this and children to record.
- Throughout the year, the teacher will share where stories are linked to others they may have previously heard.
- Once the children have successfully retold a few stories they are then exposed to additional scripture to support them in achieving a breadth and depth of knowledge within the expected age band. It will also provide very useful background knowledge once they move into key stage two and are no longer routinely asked to retell a story in depth but are required to have a bank of stories they can draw on when making links etc
- Children are able to recognise and describe some religious beliefs.
- They recognise that people act in a particular way because of their beliefs, and are able to describe some of the actions and choices of believers that arise because of their belief.
- Pupils are regularly provided with opportunities to describe what they see and do when they or others are worshipping, including the celebration of the Sacraments – they are encouraged to ask questions and answer each other's questions.
- Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.
- They build on their knowledge of the liturgical year/colours and key festivals. As they go through the year, they are introduced to particular liturgies to reflect the season, e.g. stations of the cross, advent service.
- The pupils are taking an increasing role within class worship, including preparing the focal point/prayer area, writing prayers and taking the opportunity when offered to respond within the worship.

Religious and Specialist Vocabulary

- Through RE teaching and worship, children are exposed to and encouraged to use an increasing range of religious vocabulary. Teachers continually check understanding of new and recently introduced words – adding them to the RE Learning Wall and/or class glossary for pupils to refer to and use.

AT2: ENGAGEMENT AND RESPONSE ('learning from')

Meaning and Purpose

Say what they wonder about and ask wondering questions about all the areas of study. They recognise that some questions are difficult to answer.

- Children will ask 'I wonder ...' type questions and recognise that some of them are more difficult to answer.
- They will reflect on scripture and relate to age appropriate moral dilemmas, looking at good/bad choices.
- Children will ask own questions, answer peer questions and be provided with opportunities to ask visitor questions and consider the answers.
- Children will ask and respond to questions about their own and others' feelings, experiences and things that matter to them.
- Children will discuss scriptural/historical figures – how they put their faith into action, e.g. Good Samaritan, Abraham, St. Francis, Florence Nightingale.
- It is important for pupils to examine how other faiths shape the lives of their believers.

Beliefs and Values

Talk about their own feelings, experiences and the things that matter to them and ask and respond to questions about their own and others' feelings, experiences and things that matter to them.

- Children are asked to think about how we can live out what we have heard and thought about in our RE and worship. They are challenged, particularly the more able in RE, to go beyond the 'helping someone who has fallen over in the playground' type of response. Begin to use characters met through scripture as models, e.g. Noah and stewardship, Mary and faith, Disciples at Pentecost and trust in God.
- As appropriate, and at their level, work in this area is linked to Catholic social teaching.
- Where possible, this is also linked to the liturgical year, e.g. Advent/Lenten promises, or to the theme of the unit, e.g. commitment to work on the school grounds as part of the Creation unit. Explore links with 'Our Common Home' – Pope Francis.
- 'Big Questions' provide opportunities for pupils to link learning about and learning from and apply their religious knowledge to their daily lives.



YEAR TWO: CATHOLIC SOCIAL TEACHING

Explores links between Catholic Social Teaching and the Gospels.

Explores the Church's social teaching, particularly the Christian duty to be a light to others and lead by example by reaching out to those in need.

Key Scripture

- John 8:12 – I am the light of the world.
- Matthew 5:14-16 – You are the light of the world.
- Matthew 25:14-30 – Parable of the Talents

Various stories from the Gospels that illustrate Jesus' call to reach out to those in need.

Resources

- [CAFOD website](#)
- [CAFOD – Fratelli Tutti site](#)
- [CAFOD – CST Project – Teachers Notes](#)
- Caritas

Key vocabulary

Catholic Social Teaching - Catholic Social Teaching (CST) is based on a tradition of episcopal and papal writings on political, economic and social issues facing our time. CST provides us with a structure on how to encompass and apply these reflections to our daily lives. More importantly, it guides us on how we should respond to our faith as individuals, and actively respond to God's call to work towards a common good.

Dignity – quality of being worthy of respect.

Fratelli Tutti – a special letter (encyclical) written by Pope Francis on being one family.

Laudato Si – a special letter written by Pope Francis on how we need to care for our common home.

Parable – a simple story used to illustrate a moral or spiritual lesson, as told by Jesus in the Gospels.

Poor - lacking sufficient money to live at a standard considered comfortable or normal in a society. People can also be poor in other areas, e.g. spiritually poor.

Saint – a holy person who has led a life of heroic virtue.

Solidarity - mutual support within a group.

Stewardship – recognising that everything we have is a gift from God, and we need to value these gifts and look after them.

Sustainability – meeting the needs of the present without impacting on future generations.

Key and Supplementary Questions

Key Question: *How can we share the light of the world?*

What did Jesus mean when he said he is '*the light of the world*'?

How can we be a light in the darkness?

How did Jesus show he was a friend to the poor, to those groups others ignored?

Who are those in need today?

What is the main message of Pope Francis' special letter, *Fratelli Tutti*?

Who do you know that is reaching out to those in need?

OPPORTUNITIES TO DEMONSTRATE EXPECTED STANDARDS IN RE FOR AGES 5 = 7

<p>Developing Knowledge and Understanding</p> <ul style="list-style-type: none"> Recognise religious stories Retell, in any form, a narrative that corresponds to the scripture source used Recognise religious beliefs Recognise that people act in a particular way because of their beliefs Describe some of the actions and choices of believers that arise because of their belief Recognise key figures in the history of the People of God Describe the life and work of some key figures in the history of the People of God Recognise key people in the local, national and universal Church Describe different roles of some people in the local, national and universal Church Recognise religious signs and symbols used in worship, including the celebration of the Sacraments. Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. <p>Religious and specialist vocabulary</p> <ul style="list-style-type: none"> Use religious words and phrases. 	<p>Links to unit/scripture</p> <p>Various Various</p> <p>Links to Catholic Social Teaching</p> <p>Links to Catholic Social Teaching</p> <p>Jesus</p> <p>Saints</p> <p>Roles within CST</p> <p>See list of key vocabulary</p>	<p>What does it mean that Jesus is the light of the world?</p> <ul style="list-style-type: none"> Write the words light and darkness on the board. Make the room as light as you can with extra lamps torches etc. Get the children to children to write down on a white board what they think of when it is very light. Repeat the exercise making the room as dark as possible or going to a room in school that can be made dark. Take the ideas and put them on the board. Share an image of Jesus with the scripture from John 8:12. Give them a few moments to think about the message. Discuss what they think it means that Jesus is <i>'the light of the world'</i> Play a game of following my leader. Identify what a leader has to do so that someone can follow, and what a follower has to do copy the leader. Reread John 8:12. Discuss what they think it means that <i>'whoever follows me (Jesus) will have the light of life'</i>, and that they <i>'... will never walk in darkness again'</i>. <p>What did Jesus do or what stories did he share to show he is the light of the world?</p> <ul style="list-style-type: none"> Have ready a selection of key parables, events to share with the class but begin by asking them if they can remember any (see information at the end of this unit for possible stories etc.). From those offered/shared, choose 3 to read to the children. Children to retell the story they believe is the best example of Jesus being the light of the world. Go back to their retell and ask the children to add how Jesus can still be the light for others today. <p>How does Jesus' teaching still light the way today?</p> <ul style="list-style-type: none"> Put up the phrase 'Catholic Social Teaching'. Does anyone know what this means. Explain that is guidance from the Church on how we should look after our world and try and help each other. Remind them how as part of the Creation topic they heard from Pope Francis how he wanted us to be stewards of God's world. In another letter, Fratelli Tutti (which means we are all brothers and sisters), the Pope talks about how we all need to be brothers and sisters. Show the CAFOD Fratelli Tutti animation, use the KS1 script provided rather than that in the video. Talk through the main themes of the video, link with themes of CST. Focus particularly on themes of solidarity, dignity of the human person and the option for the poor. Ensure they know what these mean in language they can understand. Get the children to produce a little drama or tableau showing how they could put this into action. <p>Who else are a light in the darkness?</p> <ul style="list-style-type: none"> Pope Francis is trying to follow Jesus' example and be a light in the darkness with his special letters <i>Laudato Si</i> and <i>Fratelli Tutti</i>. Who else tried/is trying to be a light showing the way? Where you can link their actions to the relevant CST theme. (Have a number of role models ready, e.g. St Francis, St Teresa of Calcutta, Marcus Rashford, Greta Thunberg, Oscar Romero, school or class saint, and where possible, include local, more low key examples.) Children to choose one as their own role model. Give a brief account of what they did to be a light to others, and then how they will try and follow their example. <p>How can we be a light for the world?</p> <ul style="list-style-type: none"> Share the passages Matthew 25:14-30 (Parable of the Talents) and Matthew 5:14-16 (We are the light of the world). Why have we listened to these 2 stories together, how are they linked? Time to talk in pairs/small groups. Get over the message that we need to use our gifts, to let our light shine, to be a good example of putting our faith into action. Give the children a gift tag. Talk about what we normally write on a gift tag (who it is to, what it is for who it is from). Today they are going to write that it is to God, the gift in themselves they are going to give and their name. Place the tags in a circle with a candle in the middle. Pray together asking God to help you use the gifts he has given to you, to help others. Illustrate the second passage with all the gifts they have to offer shining out from the light. Take the three key themes and challenge the children to come up with a way to use their gifts (remember gifts aren't just academic or sporting, they can also be kindness, friendship, empathy, patience etc.) to be a light to others and help improve their lives. This could be in school, home or wider, Agree a focus for the forthcoming Advent season linked to one of the themes, this could be as simple as praying each day during Advent for the world to be as one, or a more practical target of fund raising for the poor/contributing a Christmas gift to be distributed locally to those in need or making Christmas cards to be given to the local homeless, care home or neighbours near the school.
<p>Meaning and Purpose</p> <ul style="list-style-type: none"> Say what they wonder about Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer 	<p>Will come from discussions on above</p>	
<p>Beliefs and Values</p> <ul style="list-style-type: none"> Talk about their own feelings, experiences and the things that matter to them Ask and respond to questions about their own and others' feelings, experiences and things that matter to them 	<p>Opportunities will come from discussions on above</p>	
<p>GREATER DEPTH OPPORTUNITIES</p>		
<ul style="list-style-type: none"> Take responsibility, ahead of the session on stories Jesus told to show he was the light of the world, to come up with a selection to share with the class. Who would Jesus reach out to today? Take one of the stories about Jesus, who one he told, where he reaches out to those in need/ignored and put it in a more modern setting. Prepare a summary of <i>Laudato Si</i> to show the rest of the class how it links with Catholic Social Teaching, together with some ideas on how they can improve the school environment, avoid waste etc. Write their own <i>Fratelli Tutti</i>, what message would they like to share with the world around the idea of reaching out to those in need. 		

CATHOLIC SOCIAL TEACHING

Catholic social teaching calls us to work for the common good, help build a just society, uphold the dignity of human life and work for justice and the dignity of all our brothers and sisters, especially those in the greatest need.

So what is Catholic Social Teaching?

Catholic Social Teaching Catholic social teaching (CST) is deeply rooted in the Catholic tradition. Pope John Paul II wrote, “The Church’s social teaching finds its source in Sacred Scripture, beginning with the Book of Genesis and especially in the Gospel and the writings of the Apostles. From the beginning, it was part of the Church’s teaching.

Catholic **Social** Teaching

Catholic social teaching is social. Pope Benedict XVI wrote, “No man is an island, entire of itself. Our lives are involved with one another, through innumerable interactions they are linked together. No one lives alone.

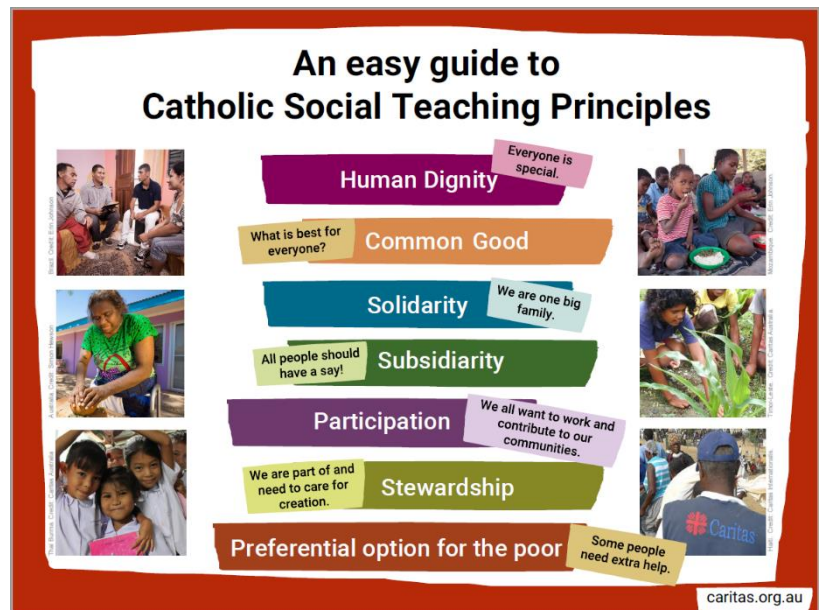
No one sins alone. No one is saved alone. The lives of others continually spill over into mine: in what I think, say, do and achieve. And conversely, my life spills over into that of others: for better and for worse.”

Catholic Social **Teaching**

Catholic social teaching is an expression of the Church’s ministry of teaching. The Bishops call Catholic social teaching a “constitutive” part of the Church’s mission to the world. It is not only the prerogative of the institutional church, but of the entire community. “It is the expression of the way that the Church understands society and of her position regarding social structures and changes. The whole of the Church community—priests, religious, and laity—participates in the formulation of this social doctrine.”

Examples of Scripture from the Gospels linked to Catholic Social Teaching

- A new commandment
- Feeding of the 5000
- Calling of Matthew/Levi
- Zacchaeus
- Healing miracles
- The Beatitudes
- The woman at the well
- The Good Samaritan
- The Lost Sheep
- Let your light shine before others.
- Parable of the Talents
- Workers in the Vineyard
- The Great Banquet
- The Lost Coin
- The Widow’s Mite





Key CST Information

Primary

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.

Preferential Option for the Poor

Poppy the Pōpokotea
(a big fan of preferential option for the poor)

'The measure of the greatness of a society is found in the way it treats those most in need, those who have nothing apart from their poverty!'
Pope Francis, July 26, 2013

'Learn to do good; seek justice, rescue the oppressed, defend the orphan, plead for the widow.' *Isaiah 1:17*



"The [Option for the Poor] affects the life of each Christian as he or she seeks to imitate the life of Christ" *St Pope John Paul II, On Social Concern #42*

"You are not making a gift of your possessions to the poor person. You are handing over to him what is his. For what has been given in common for the use of all, you have arrogated to yourself. The world is given to all, and not only to the rich."

St Ambrose, quoted by St Pope Paul VI in The Progress of Peoples 1967

CAFOD and Preferential Option for The Poor



Key statement

The needs of the poor and vulnerable should be put first.

We work wherever the need is greatest. We refuse to accept the suffering of our brothers and sisters. No one should be beyond reach of the love and support they need.



Key CST Information

Primary

Being in solidarity is recognising others as our brothers and sisters and actively working for their good.

We are connected to people and places all over the world.

Solidarity

Shristi the Sun Bear
(a big fan of solidarity)

'... all of you are one
in Christ Jesus.'

Galatians 3:28

'We are called to confront the poverty of our brothers and sisters, to touch it, to make it our own and to take practical steps to alleviate it.' *Pope Francis, Lenten message, February 4, 2014*

'The word 'solidarity'... refers to something more than a few sporadic acts of generosity...[it is about] community and the priority of the life of all...' *Pope Francis, Evangelii Gaudium (The Joy of the Gospel), #188, 2013*



'I prefer a Church which is bruised, hurting and dirty because it has been out on the streets, rather than a Church which is unhealthy from being confined and from clinging to its own security...while at our door people are starving and Jesus does not tire of saying to us: 'Give them something to eat' (Mark 6:37) *Pope Francis, Evangelii Gaudium (The Joy of the Gospel) #49, 2013*



Key statement

God created us as one global family called to support our brothers and sisters.

CAFOD and Solidarity

By coming together in hope as individuals, families, communities, organisations and nations, we can achieve transformative change for the common good. Together, we can expose the fault lines that drive poverty - vulnerability, inequality, injustice, exclusion - and that harm the environment, opening them to change. When we unite and make a stand for what we believe in, we can achieve remarkable things.



Key CST Information

Primary

Each of us is made in God's image. Every person has an innate human dignity no one can take away.

Our common humanity requires that we respect and uphold the dignity of each and every human being. Everything else flows from this dignity.

"Human person are willed by God; they are imprinted with God's image. Their dignity does not come from the work they do, but from the persons they are" *Saint Pope John Paul II, On the Hundredth Year #11*

HUMAN DIGNITY
Luc the Deer
(a big fan of human dignity)

God said, 'Let us make human-kind in our image, according to our likeness.' *Genesis 1:26*



"There will no peace or justice in the world until we return to a sense of our dignity as creatures and children of God"
Pope St John XXIII

'Every person is worthy of our giving...they are God's handiwork, his creation. God created that person in his image, and he or she reflects something of God's glory. Every human being is the object of God's infinite tenderness, and he himself is present in their lives.'

Pope Francis, Evangelii Gaudium (The Joy of the Gospel) #274, 2013

CAFOD and Human Dignity



Key statement

We are beautifully made in the image and likeness of God.

CAFOD works with all people, regardless of gender, disability, age, race, ethnicity, nationality, culture, sexual orientation, political or religious belief. We celebrate diversity, and the strength it gives us, as we come together and seek justice for all. Since we believe each person is made in the image and likeness of God and has inherent dignity, we work with those living in poverty to have access to food, water, housing and other basic amenities which many of us can often take for granted.