

God Matters: Supplementary Guidance

Year Three: Catholic Social Teaching



*Then God said, "Let us make humankind in our image, according to our likeness."
Genesis 1:26*

Rationale

The focus for this unit is broadening the children's understanding of stewardship to encompass having a responsibility to take care of all God's creation, including ourselves. Within a look at Catholic Social Teaching there will be focus on the dignity of the human person and the preferential option for the poor.

Theology

Our Christian duty to support those in need and stand in solidarity with them is linked to the message found in Genesis and in parable of the sheep and goats.

A PROFILE OF THE YEAR THREE CHILD IN RE

AT1: KNOWLEDGE AND UNDERSTANDING ('learning about')

Developing Knowledge and Understanding

- At the beginning of the year, the focus is still on extending their knowledge and familiarity with a range of Bible stories and the story of the People of God – particularly ones that teach us how to act/live our lives, e.g. the parables. Pupils are gaining a better grasp on the 'Bible Story' and can say where well known stories or events appear, e.g. early on in the Old Testament, in one of the Gospels, in Holy Week.
- Pupils are given further opportunities to retell a narrative. The focus now is on ensuring their account is accurate in its sequence and detail and that it corresponds to scripture source used.
- Children are introduced to a wider range of religious beliefs and helped consider the actions of believers which arise as a consequence of their beliefs.
- Children have opportunities to look at the life and work of key figures in the history of the People of God. They are able to give a detailed account of key events in their lives and how their actions stem from their beliefs.
- The same approach is taken with other content studied as part of God Matters, e.g. the different roles within the Church today (local, national and universal), parish life, the life and teachings of saints, particularly those relevant to the context of the school/parish and those the children can more easily relate to.
- Children look at inspirational figures – of Catholic faith, other faiths and no faith – and how their experiences changed them.
- As a First Holy Communion year group, there is a concentrated focus on the Mass and the Sacrament of Reconciliation, including key steps involved in their celebration and the use of symbolism.

Making Links and Connections

- As you move further into the year, time spent on religious stories and events moves away from a focus on retelling to a focus on how the stories or events influence our beliefs. Children are being asked to consider the questions 'So what does this mean?', 'What is the message for us as Christians?'. Building on work in key stage one, pupils are encouraged to articulate more sophisticated responses than 'be caring, loving, share more' etc. Teachers may need to model appropriate responses. Time is also spent on exploring some of the symbolism found in the stories, and who the various characters represent etc.
- Teachers are routinely modelling and encouraging children to consider links.
- Pupils are beginning to give reasons behind examples of faith in action, both in their own immediate environment (home, school) and a growing awareness of the wider world (parish, local community, national and international). Explanations show some awareness of the main scriptural basis for the action. This approach is modelled by the teacher to begin with.
- When reviewing/reflecting on a variety of celebrations and rituals, children have moved on from simply describing what they see or have done but have begun to give reasons for religious actions and symbols, particularly for ones they have studied previously or are very familiar with, for example, talking about baptism they can express the meaning behind the use of a candle, white shawl, font etc. Where appropriate, the teacher challenges the children to find a link with scripture.
- Charity/fund-raising work in school is used to reinforce the call to support the poor and those in need. Links to Catholic Social Teaching are made where appropriate.

Religious and Specialist Vocabulary

- Children's religious vocabulary is increasingly widened through a focus on the key vocabulary for each unit studied.

AT2: ENGAGEMENT AND RESPONSE ('learning from')

Meaning and Purpose

Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose.

- Opportunities to give examples from real life to support their opinions.
- Children listen to, and comment on, others' responses.
- At this stage they can consider different sides of an 'argument'.
- Big questions are used to stimulate debates/discussions. Taking a story/message from scripture and considering it within today's society.
- Linking evidence from scripture.
- Look at links to saints and how they can influence our lives.
- Link with Year 3 sacramental perspective (reconciliation and first holy communion).

Beliefs and Values

Make links to show how feelings and beliefs affect their behaviour and that of others.

- Opportunities to demonstrate how they apply any message to their own lives and begin to consider how it might impact on the lives of others.
- Children are encouraged to look beyond themselves at this stage – beyond 'helping someone who has fallen over in the playground'

AT3: ANALYSIS AND EVALUATION

Use of Sources as Evidence

- Following time studying a piece of Scripture or key piece of writing by an inspirational figure, children can show how it supports their point of view.

Construct Arguments

- Children feel confident in expressing a point of view and in responding to questions about it.

Make Judgements

- Listening to a discussion/reading two accounts, children are able to express a preference of opinion/argument and say why.



YEAR THREE: CATHOLIC SOCIAL TEACHING

Builds on the work in the Creation unit to explain how we are given the important role of being stewards of God’s Creation.

Explores links between Catholic Social Teaching and the Gospels.

Explores the Church’s social teaching, particularly the Christian duty to value all as a child of God and show them dignity and respect.

Key Scripture

- Man charged with looking after Creation (Genesis 1:26-31)
- Parable of Sheep and Goats (Matthew 25:31-46)

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 honour and respect.

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.

Solidarity - mutual support within a group.

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

Resources

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

Key and Supplementary Questions

Key Question: *What does it mean to be a steward of Creation?*

- Why is it important to look after Creation as God tasked us to do?
- How are we being good stewards? How are we failing to get it right?
- What would you like your school to do to help look after its own part of God’s creation?
- What could you do at home to be a good steward?
- Which charities do you know that try to help people live a better life?
- Who do you think is a good role model for you?

OPPORTUNITIES TO DEMONSTRATE EXPECTED STANDARDS IN RE FOR AGES 7 - 9

<p>Developing Knowledge and Understanding</p> <ul style="list-style-type: none"> Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> a range of religious beliefs the life and work of key figures in the history of the People of God different roles of people in the local, national and universal Church religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments those actions of believers which arise as a consequence of their beliefs <p>Making links and connections</p> <ul style="list-style-type: none"> Make links between: <ul style="list-style-type: none"> beliefs and sources, giving reasons for beliefs beliefs and worship, giving reasons for actions and symbols beliefs and life, giving reasons for actions and choices <p>Religious and specialist vocabulary</p> <ul style="list-style-type: none"> Use a range of religious vocabulary 	<p>Links to unit/scripture Parable of sheep and goats</p> <p>Catholic Social Teaching Jesus</p> <p>Parish priest Christian aid workers</p> <p>Catholic Social Teaching Charity workers Parish fund-raising</p> <p>Catholic social teaching</p> <p>See key vocabulary</p>	<p>How are Creation and Catholic Social Teaching linked?</p> <ul style="list-style-type: none"> Ask the children what they know about Catholic Social Teaching. With the help of the children generate a list of the themes of CST and a brief explanation of what they are about. <i>(This may vary depending on the list/resources used in school. If they are completely new to CST, then you will need to do an introductory lesson ahead of starting this unit.)</i> Remind them they have just finished a unit on Creation when they looked at what it meant to be called to a 'new life' through baptism. Now, say you want them to listen to the Creation story itself but with the challenge to think how this relates to Catholic Social Teaching. Use an appropriate account or video of the Creation story, ensure it includes the part where we are given the responsibility to take on the care of God's creation going forward. They should easily pick up the link to Stewardship, the rest will flow from an understanding that we are part of Creation and so are called to look after each other. Stewardship – what do they think it means to be a steward of God's creation? In small groups get the children to list all that they feel this includes. Generate a class list. Walk around the school looking for evidence of good stewardship. Individually, select 3 from the class list and write down how the school is a good role model, and then select 1/2 others they feel the school could do better and give their ideas for improving them. Design an information guide to help everyone be a good steward in school, referencing scripture, and include practical ideas to help improve the school environment. <p>Is it just the environment God wants us to take care of?</p> <ul style="list-style-type: none"> Watch the video of the Parable of the Sheep and Goats. Watch it through once then watch again stopping at different points to ensure they understand what is going on/message etc. Ensure they understand that God wants us to care for each other as well as for the environment and that is also part of being a steward. Go back to the themes of Catholic Social Teaching and their work linking them to the Creation story. Which do they think also link to the parable? Children to retell the story of the sheep and goats. <p>What does it mean to have a preferential option for the poor?</p> <ul style="list-style-type: none"> When exploring <i>what it means to be poor be sensitive to any children you know/believe are living in/close to living in poverty in the class.</i> Catholic Social Teaching states all deserve to live a life worthy of the dignity of a human being and to be able to provide for their basic needs. Ask the children to write down what they think a person's basic needs are – ask them to think of social and emotional as well as material needs. How easy do they think it would be for someone who lacked these to be able to improve their situation on their own? The Church is called upon to do all it can to make the needs of the poor a high priority, and as Christians we are called upon to do the same. Can they find out what their school, parish, local council do to support those living in poverty? Who do they think are good role models in reaching out to support those in need – could be in school, parish, local community, nationally or internationally. Get them to choose one and write what they are saying and doing to help and how we can build on the example they are giving us. <p>How can we show dignity to all the children of Creation?</p> <ul style="list-style-type: none"> Refer back to the parable of the sheep and goats. If whatever we do to each other is the same as doing this to Jesus and we also know that each person is made in the image and likeness of God, then what does this tell us about how we should treat each other? Do we treat everyone with the dignity being a child of God deserves? Human Dignity is a key theme of CST. What does dignity mean? What does it mean to treat others with dignity and respect? How do we treat each other with dignity in school? Are there times when we don't show dignity and respect to each other? Within an outline of a sheep and a goat, (with relevant scripture quote underneath each one Matt 25:40 or 45), write down inside the sheep where they see people treating each other with dignity in school and at home, and inside the goat, where it isn't always shown. Looking beyond the school, ask them to list any groups they feel are not treated with the dignity we should show to all of God's creation, e.g. homeless, refugees. Why do they think this happens? Focus on a charity, ideally one the school regularly supports, that is proactive in helping those who are ignored by others. Invite someone in from the charity to talk to the children about what they do and why, and to give them ideas on how they can help. Ahead of the visit, children to generate questions to ask. Following the visit, children to write about what they learnt about the charity and how it is trying to put into practice Catholic Social Teaching. As a class, agree how you can support the charity during Advent. If appropriate, this could include sending Christmas cards and gifts to those the charity are supporting.
<p>Meaning and Purpose</p> <ul style="list-style-type: none"> Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose 	<p>Key questions/discussions linked to above.</p>	
<p>Beliefs and Values</p> <ul style="list-style-type: none"> Make links to show how feelings and beliefs affect their behaviour and that of others 	<p>Key questions/discussions linked to Catholic Social Teaching</p>	
<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> Use a given source to support a point of view Express a point a view Express a preference 	<p>Within key discussions, responses to key assessment questions.</p>	

GREATER DEPTH OPPORTUNITIES

- As part of their retell of the story of the sheep and goats link the items to the themes of CST. Finish with taking the message and relate it directly to how we can apply it in our homes and in school.
- Following the talk by a local charity, write them a thank you letter to charity explaining what they found interesting and how they are going to support the charity going forward.

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.”

The infographic, titled "An easy guide to Catholic Social Teaching Principles", is set against a red background. It features seven horizontal bars, each representing a principle, with associated text and small images. From top to bottom: 1. "Human Dignity" (purple bar) with the text "Everyone is special." and an image of a group of people. 2. "Common Good" (orange bar) with the text "What is best for everyone?" and an image of a woman working. 3. "Solidarity" (blue bar) with the text "We are one big family." and an image of children in a field. 4. "Subsidiarity" (green bar) with the text "All people should have a say!" and an image of a woman working. 5. "Participation" (purple bar) with the text "We all want to work and contribute to our communities." and an image of a group of people. 6. "Stewardship" (green bar) with the text "We are part of and need to care for creation." and an image of a person in a Caritas uniform. 7. "Preferential option for the poor" (brown bar) with the text "Some people need extra help." and an image of a person in a Caritas uniform. The Caritas logo and website "caritas.org.au" are visible in the bottom right corner.



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

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*

"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

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*

'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

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.



Key statement

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