

God Matters: Supplementary Guidance

Year Six: Catholic Social Teaching



'God looked at everything he had made, and he was very pleased.' Genesis 1:31

Rationale

The focus for this unit is encouraging and exploring the pupils how they might make a difference to the world by drawing on scripture, Catholic Social Teaching and Pope Francis' *Laudato Si*.

Theology

Our Christian duty to support those in need is linked to the scripture that form the basis of Catholic Social Teaching.

A PROFILE OF THE YEAR SIX CHILD IN RE

AT1: KNOWLEDGE AND UNDERSTANDING ('learning about')
<p>Developing Knowledge and Understanding</p> <ul style="list-style-type: none"> The work in Year Six, builds on and draws on all the work, knowledge, skills and experiences from their time in the school. At this point in their school career, they will have a rich and extensive knowledge and understanding of key stories, events and messages found in the Bible, particularly within the Gospels. They will also have built up their knowledge of the sacraments, Catholic ritual and symbolism, the history of the People of God, and the lives and messages of key saints. Demonstrates a secure knowledge and understanding of: <ul style="list-style-type: none"> a range of religious beliefs those actions of believers which arise as a consequence of their beliefs the life and work of key figures in the history of the People of God what it means to belong to a church community religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. Children are encouraged to select their own area of interest linked to the RE unit they are studying, research it and present their arguments/conclusions etc. to the rest of the class.
<p>Making Links and Connections</p> <ul style="list-style-type: none"> By the end of Year Six, children are taking more responsibility for researching the scripture and/or other references needed to complete a given task. Outcomes will include reference to a number of biblical or other sources and how these link to the aspect of faith, or 'big question' being considered. (Please note there is not an expectation that children will include the specific Bible reference – see Y5). Less able children in RE may still require this to be scaffolded for them. Making connections between scripture and when it is relevant/most meaningful, e.g. why read this parable during Lent? Building on the work in Y5, the children continue to examine a range of liturgies, and are able to demonstrate their understanding through linking key elements back to their basis in scripture and the accurate use of religious terminology. They can make links between beliefs/scripture and real life examples from the immediate community and the news. They can show these link to Catholic Social Teaching.
<p>Religious and Specialist Vocabulary</p> <ul style="list-style-type: none"> Pupils will use a wide range of religious vocabulary and terminology in their discussions and work, which will include both scripture and the teachings and sacraments of the Catholic Church accurately and appropriately.
AT2: ENGAGEMENT AND RESPONSE ('learning from')
<p>Meaning and Purpose</p> <p>Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</p> <ul style="list-style-type: none"> Can they answer questions from another's point of view? Can they make links between big questions and how they might affect their own life, for example, what will I now do differently? Writing letters of advice that demonstrate the teachings and how they can be applied to our own lives.
<p>Beliefs and Values</p> <p>Show an understanding of how own and other's decisions are informed by beliefs and moral values.</p> <ul style="list-style-type: none"> Comparing moral values/beliefs and coming to conclusion about your own beliefs – whilst celebrating the diversity of others' beliefs. Creating modern day parables or Gospel stories to illustrate their understanding of modern moral dilemmas and how faith can help unpick them. Invite others in, for example, members of the church, to act as an inspiration for applying scripture to own lives.
AT3: ANALYSIS AND EVALUATION
<p>Use of Sources as Evidence</p> <ul style="list-style-type: none"> Linking to the work in the first strand, pupils are able to examine current issues (news stories, charity appeals) and use relevant quotes from religious sources (scripture, other faiths, key Catholic/religious figures e.g. Pope Francis, Bishop Philip) to justify/explain why they or others would hold a particular point of view, make a particular decision or act in a particular way. Make judgements and express points of view using scripture, teachings and personal experience as key sources of evidence.
<p>Construct Arguments</p> <ul style="list-style-type: none"> The more able are able to present both sides of the argument and justify, using sources, why they would choose one side over another – less able may require more of a scaffolded approach. Argument shared through a variety of formats, e.g. written, drama, hot seating, posters Confident to express and defend own point of view.
<p>Make Judgements</p> <ul style="list-style-type: none"> Make judgements and express points of view using scripture, teachings and personal experience as key sources of evidence. Make links between big questions and how they might affect their own life, for example, what will I now do differently?
<p>Recognise Diversity</p> <ul style="list-style-type: none"> Show an understanding of how own and others' decisions are informed by beliefs and moral values relating to other faiths, especially similarities.



YEAR SIX: CATHOLIC SOCIAL TEACHING

Explores how we can all make a difference, however small, to improve our common home.

Explores links between Catholic Social Teaching and the Gospels.

Explores the Church's social teaching, particularly the Christian duty to lead by example and reach out to those in need.

Key Scripture

- Creation account (Genesis 1:1-31)
- Early Christian Community (Acts 2:42-47)
- Scripture linked to Catholic Social Teaching

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.

Laudato Si – an encyclical written by Pope Francis in 2015 on caring 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.

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](#)
- [CAFOD – Laudato Si resources](#)
- Caritas

Key and Supplementary Questions

Key Question: *How does Catholic Social Teaching guide us to do the right thing?*

What do you think is the key message of *Laudato Si*?

What does it mean to 'live wisely, think deeply, love generously'?

How can we put love for the world and love for our neighbour into action?

Which of the things identified as wrong with our world do you feel is having the strongest negative impact?

Which will be the most difficult to overcome?

Which theme of Catholic Social Teaching is most needed in our world today? In your local area?

Who do you think is a good role model in the school for always looking out for others? Why?

What does it mean to have a 'thirst for justice'?

Why will Advent be a good time to try and make a difference?

OPPORTUNITIES TO DEMONSTRATE EXPECTED STANDARDS IN RE FOR AGES 9 - 11

<p>Developing Knowledge and Understanding</p> <ul style="list-style-type: none"> Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used. Show knowledge and understanding of: <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 what it means to belong to a church community 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"> Show understanding of, by making links between: <ul style="list-style-type: none"> beliefs and sources beliefs and worship beliefs and life <p>Religious and specialist vocabulary</p> <ul style="list-style-type: none"> Use religious vocabulary widely, accurately and appropriately. 	<p>Links to Unit</p> <p>Creation account Various scripture linked to CST.</p> <p>Catholic Social Teaching Pope Francis</p> <p>Parish support for those in need</p> <p>Impact of CST</p> <p>Living out of ideals of CST</p> <p>See key vocabulary</p>	<p>What is good about our world and what needs to change?</p> <ul style="list-style-type: none"> Put up the following quote, 'God looked at everything he had made, and he was very pleased.' Genesis 1:31. Where has this quote come from? End of the Creation story. Children to be given time to reread the Creation account, reflect and then write down all they feel is good about our world. Alternatively, the response could be in the form of a piece of annotated artwork. Explain about <i>Laudato Si</i> – a letter written by Pope Francis all about caring for our common home. Show the Cafod animation twice – once for children to simply watch and a second time to write down any key points of interest. (<i>There is also a version for older children which you may prefer to use</i>) Design a split poster – then and now, showing how the world has changed. Put up a selection of words implying what else may be wrong with our world, e.g. poverty, conflict, discrimination, selfishness. In groups, ask the children to discuss these and add any other words/phrases they feel also show our world needs to change. Share what they have come up with the rest of the class through the medium of their choice, e.g. drama, dance, music, narrated comic strip. <p>What would we want our society to be like?</p> <ul style="list-style-type: none"> Share Acts 2:42-47 which is a description of the early Christian community. How did the early Christians spend their time. What qualities/virtues did they demonstrate? Write a daily diary entry for one of them to illustrate this. This was nearly 2000 years ago – could we go back to this way of living together, if not, what would they want today's community to look like? Write a comparative diary entry. <p>How is the Church trying to improve the world and people's lives?</p> <ul style="list-style-type: none"> Put up the phrase Catholic Social Teaching and ask the children to complete a bubble map with what they know about CST. For each theme can they add any scripture that demonstrates its foundation in the Bible? (<i>If they are completely new to CST, then you will need to do adapt this activity accordingly.</i>) As a class come together and pool knowledge; children to add any new information in a different colour. In another colour can they add any of the words they generated in the earlier activity where they feel these could be tackled through Catholic Social Teaching? E.g. poverty could be tackled through '<i>the preferential option for the poor</i>', discrimination through '<i>dignity of the human person</i>'. Remind them that <i>Laudato Si</i> was one response to CST by Pope Francis. For each CST theme can they find a real example of where people in need are being helped. Provide access to newspapers/news sites/charity websites etc. <p>Where would you like to help make a difference?</p> <ul style="list-style-type: none"> Reflect on all they have done so far in this unit. Which aspect of Catholic Social Teaching most resonates with them? Where would they most like to make a difference? Where do they feel a thirst for justice, for doing the right thing? The following can be completed individually or in small groups of children with a similar interest. Come up with a plan to make a difference, however small, in their chosen area of injustice. Their plan should include the following elements: <ul style="list-style-type: none"> Outline of the issue/injustice/need How scripture points to it being wrong. Find quotes. How it links to Catholic Social Teaching Current charities, groups, individuals working in this area. Highlight any particular role models. Are there any relevant quotes from Pope Francis? Is the school or parish already involved in this aspect of CST, if not, how could they help take it forward? What you and others in the class could do now. Who you could contact to ask for their help. A prayer card for people to use. (<i>Have examples of prayer cards to share</i>) What you hope to do when you are an adult to support this cause. Time for various individuals/groups to share their plans and the class to then adopt one or more to focus on during Advent.
<p>Meaning and Purpose</p> <ul style="list-style-type: none"> Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose 	<p>Opportunities will be provided to discuss the key aspects of the unit and justify their opinions.</p>	
<p>Beliefs and Values</p> <ul style="list-style-type: none"> Show understanding of how own and other's decisions are informed by beliefs and moral values 	<p>Opportunities to show understanding and empathy of how own and others decisions link to their beliefs and values.</p>	
<p>Analysis and Evaluation</p> <ul style="list-style-type: none"> Use sources to support a point of view Express a point a view and give reasons for it Arrive at judgements Recognise difference, comparing and contrasting different points of view 	<p>Opportunities to support their opinions with scripture and other sources/justifications. Opportunities to listen to others points of views and compare and discuss.</p>	

GREATER DEPTH OPPORTUNITIES

- What advice would you give to someone who wanted to start a *Laudato Si* club in your school?
- Which piece of scripture do they feel is the strongest example of Catholic Social Teaching in action? Why?
- In the story of Cain and Abel the children looked at the impact of harmony and disharmony, where can they see harmony and disharmony in our world today? How can this be addressed through Catholic Social Teaching?

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?

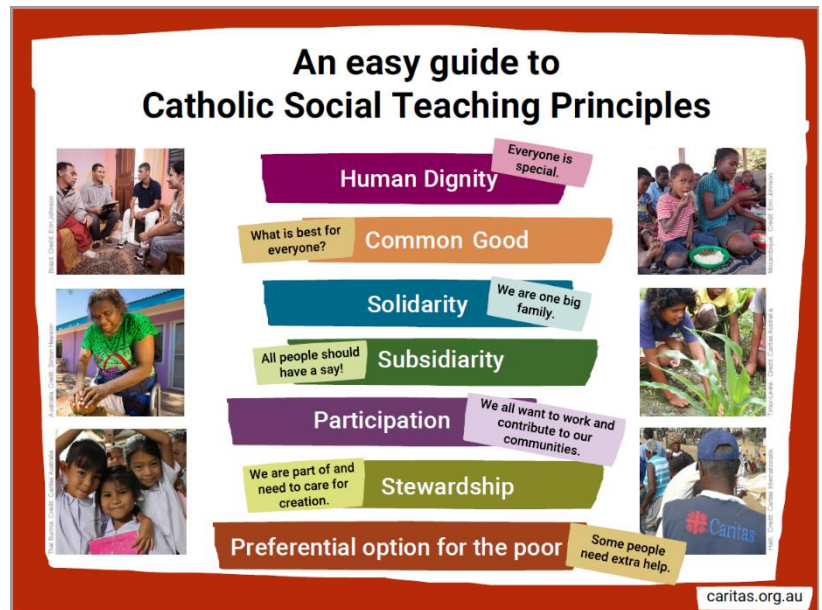
Catholic Social Teaching Catholic social teaching (CST) is deeply rooted in the Catholic tradition. Pope John Paul II wrote, “The Church’s social teaching finds its source in Sacred Scripture, beginning with the Book of Genesis and especially in the Gospel and the writings of the Apostles. From the beginning,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

1. Dignity of the Human Person

Every human person is created in the image and likeness of God. Therefore, every person’s life and dignity must be respected and supported from conception until the end of their natural life on earth. The basic dignity that each person possesses comes from God; therefore all forms of discrimination are always wrong. People take precedence over things and structures. Systems are meant to serve people, and people are meant to serve and care for one another. Scripture tells us repeatedly of God’s love for us. We are called to see every person through the eyes of God and to love them because God loved them (and us) first.

HUMAN DIGNITY ✚

Every person is created in God’s image. All human life is sacred. We believe in the dignity of each person.

2. Call to Family, Community and Participation

THE COMMON GOOD ✚

We believe in working towards the common good and looking beyond our own personal interests.

The human person is not only sacred, but social. How society is organised be it socially, economically, legally or politically has a direct impact on the dignity and growth of every human person and community. Marriage and family should be supported and strengthened. It is in the community that we

are shaped and formed. It is through the community that the dignity of every individual is realised. And it is out of the community that we are sent to love and serve the world.

Every person has a right to work to support themselves and their families as well as the building up of the common good of all.

3. Solidarity

We are all the People of God, one family. As Christians, we are as St. Paul reminds us, *one body*. Therefore, what happens to one has an impact on all, locally, nationally and globally. Love of neighbour has global dimensions in our rapidly shrinking world.

SOLIDARITY ☩

We are part of one human family. We have a responsibility to help each person achieve their full potential.

At the heart of solidarity is the pursuit of justice and peace. Our love for all calls us to work for a peaceful and just society where everyone has a fair share of the goods needed for a sustainable life, and opportunities for growth and development are offered equally. The dignity of every person is respected.

Peace is more than a lack of conflict. Peace, or in Hebrew, *Shalom*, means literally 'right relationship'. The Gospel calls us to be peacemakers: that we live in right relationship with others, ourselves and God. Pope Paul VI taught, '*If you want peace, work for justice.*' Our love for our entire human family demands that we work for justice and for peace, that we promote God's *shalom* in our world.

4. Dignity of Work

ECONOMIC JUSTICE ☩

Everyone has the right to access the means to support themselves and their family.

Work is a way in which we can continue to participate in God's creation. Work gives dignity to life and must be carried out in such a way that the basic rights of workers are respected. Everyone has the right to productive work, to fair and liveable wages, and to organise and join a union. The economy must be conducted so that it serves the needs of the people – it is a means to an end, not the end goal.

Work should promote the dignity of the worker. Our economy exists to serve people, not vice versa. Our faith calls us to demand justice for all workers and a just economy that serves the life and dignity of all. Likewise, our work contributes to the good life of our brothers and sisters.

5. Rights and Responsibilities

Every person has a fundamental right to life. It is this right that makes all other rights possible. Everyone has the right to food, health care, housing, education and employment. We all need to strive to secure and respect these rights for others both locally and globally.

PARTICIPATION ☩

Every person can be the architect of change in their own life.

Corresponding to these rights are responsibilities. Because we are created in the image of the Triune God, we must respect the rights of others and care for others according to God's commandments and example.

6. Option for the Poor and Vulnerable

PREFERENTIAL OPTION FOR THE POOR ✝

Prioritising women, men and children most vulnerable to extreme poverty and injustice.

Society is judged on how it cares for and stands with the poor and vulnerable – our brothers and sisters. Just as a parent gives more care and resources to a sick child, in order that the child might become healthy, so we as Christians are called to put the needs of the poor and vulnerable first. Those with the greatest need require the greatest response.

We read in Scripture how God has a special concern for the oppressed, poor, vulnerable and those forced to the margins of society. The Church calls us to respond to the cry of the poor and put their needs first. This preferential option for the poor and vulnerable must be seen in action in our daily lives and government policies.

7. Stewardship

In the beginning, God created the heaven and the earth and set humans as his stewards to care for his creation. Care for God's creation was God's fruitful commandment to humanity and a fundamental requirement of our faith.

The world that God created has been entrusted to everyone and we are responsible and accountable to God as stewards of the earth. The world had been given to us as a gift, to enjoy and care for so that future generations can enjoy it too. We are called to honour and protect our planet and its people—to live in relationship with all of God's creation. It is in caring for creation that we show our love and respect for its Creator.

STEWARDSHIP OF CREATION ✝

Stewardship of the Earth's resources is vital for the common good of people.