

God Matters: Supplementary Guidance

Year Five: Catholic Social Teaching



Jesus said. 'The Spirit of the Lord is upon me, because he has chosen me to bring good news to the poor.' Luke 4:18

Rationale

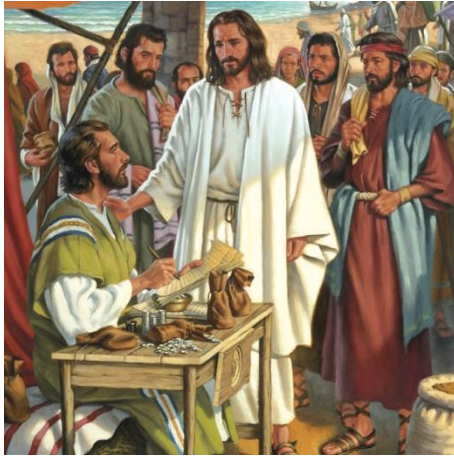
The focus for this unit is introducing the children to the concept of reaching out to the marginalised in society as enshrined in Catholic Social Teaching.

Theology

Jesus proclaimed, *'The Spirit of the Lord is upon me, because he has chosen me to bring good news to the poor. He has sent me to proclaim liberty to the captives and recovery of sight to the blind, to set free the oppressed and announce that the time has come when the Lord will save his people.'* In his words and actions Jesus showed us that we are all one and that we need to reach out to those on the margins of society.

A PROFILE OF THE YEAR FIVE CHILD IN RE

AT1: KNOWLEDGE AND UNDERSTANDING ('learning about')
<p>Developing Knowledge and Understanding</p> <ul style="list-style-type: none"> When looking at religious sources and beliefs the children demonstrate a more extensive knowledge and understanding of them, for example, recognising a parable can have more than one message or interpretation. They are beginning to demonstrate how they connect with each other and to use them within their work to justify their conclusions. The approach is still modelled by the teacher and writing frames or other scaffold is still needed by some children to complete the work. Able to show increasing 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. A variety of thinking skills activities are regularly used to support children in comparing similarities and differences between religious stories, events etc. The outcomes of these are then used to produce a summative piece of work in response to a 'big question'. Opportunities are provided for children to take part in and/or learn about a variety of liturgies, for example, Reconciliation service, Ash Wednesday. Pupils are more familiar with a range of prayer – formal, informal, spontaneous.
<p>Making Links and Connections</p> <ul style="list-style-type: none"> In Year 5, very much linked to the first strand, children are able to talk/write about how the message from religious stories, beliefs, etc. may impact on their own lives or those around them. They frequently consider, 'How does this develop your relationship with God? ... with others?' When referring to other sources, this is not identifying the specific chapter and verse from the Bible but more general, e.g. 'this reminds me of when Jesus said in the parable of the lost sheep that', 'In one of St. Paul's letters he told Jesus' followers to', or 'In the Old Testament, Abraham was also tested when he' They can link their work in RE to real life examples from the news. Their explanations for their own/others actions are linked back to scripture. Children will be able, on a simple level, to talk about how the various parts of each liturgy studied link together or have a particular focus. Children lead own class liturgies as a group with an understanding of the key elements and how they link to scripture and/or Catholic traditions.
<p>Religious and Specialist Vocabulary</p> <ul style="list-style-type: none"> Use religious vocabulary widely, 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"> Generating and asking questions. Linking scripture together by theme/similar message. Use of taught scripture in writing and delivering collective worship.
<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"> How scripture affects our lives. Actions and responses which are rooted in teachings of scripture. Greater understanding of the sacraments – we do this because ... How have you changed as a result of scripture studied, and how can you change/influence the community – links to Gospel values.
AT3: ANALYSIS AND EVALUATION
<p>Use of Sources as Evidence</p> <ul style="list-style-type: none"> Responding to questions by referring to scripture and personal experience. Beginning to 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"> Children are able to build on the opinions of others/ask questions of others, and not just give their own opinion. Can express a point of view and give reasons for it.
<p>Make Judgements</p> <ul style="list-style-type: none"> Beginning to make judgements and express points of view using scripture, teachings and personal experience as key sources of evidence. Can identify where they see God's message lived out in the world and where there is need.
<p>Recognise Diversity</p> <ul style="list-style-type: none"> Children start to make comparisons with other faiths, drawing on knowledge from previous years. Able to make comparisons with other faiths.



YEAR FIVE: CATHOLIC SOCIAL TEACHING

Explore how Jesus reached out to all, particularly the marginalised.

Explores links between Catholic Social Teaching and the Gospels.

Explores the Church's social teaching, particularly the Christian duty to see Christ in all we meet and to show them respect and dignity.

Key Scripture

- Jesus proclaims his ministry (Luke 4:14-20)
- The Calling of Matthew/Levi (Matt 9:9-13, Mark 2:13-17, Luke 5:27-32)
- Stoning of the Sinful Woman (John 8:1-11)
- The Lost Sheep (Luke 15:3-7)
- The Lost Coin (Luke 15:8-10)
- The Lost Son (Luke 15: 11-32)
- I come to serve (Matthew 20:20-28)
- Washing of the Feet (John 13:1-17)
- Sheep and Goats (Matthew 25:31-46)

Resources

- [CAFOD website](#)
- [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 honour and respect

Marginalised – treated as insignificant

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.

Key and Supplementary Questions

Key Question: *Who are the marginalised and how can they be included?*

Who did Jesus reach out? Who should we be reaching out to today?

Which piece of scripture best illustrates this?

What was Jesus looking for in his disciples?

What is he looking for in us?

Who do we judge solely on their appearance/label?

Can all sins be forgiven?

What does it mean to be a leader?

Which values do I show when I come across someone who needs my help?

I'm only nine, what can I do to help the marginalised?

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>See list of scripture studied</p> <p>Catholic Social Teaching Jesus and his disciples</p> <p>Catholic Social Teaching Charity and aid workers</p> <p>Catholic Social Teaching</p> <p>See list of key vocabulary</p>	<p>Who did Jesus reach out to?</p> <ul style="list-style-type: none"> Share Luke 4:14-20 – explain this is when Jesus returned to the area he was brought up and shared how he was linked to a key prophecy from scripture. On a bubble diagram, the children to identify the different groups referred to in the passage. Can they add in any other groups Jesus reached out to, e.g. sinners, the hungry? For each group, can they reference any scripture they are aware of where Jesus interacted with that group or referred to them, e.g. healing of the blind man at Bethsaida, parable of the lost sheep. Come together as a class to see how many you can come up with – children to add detail to their bubble diagram in another colour as more are suggested. Choose the piece of scripture that best illustrates where Jesus reached out to those in need - providing a brief summary, why they have chosen it and the message for us today. <p>How did Jesus reach out to those on the margins/edges of society</p> <ul style="list-style-type: none"> Jesus did not surround himself with rich or influential people but more ordinary people. What we know about Jesus’ disciples, although very little in some cases, show they did not come from rich or prestigious families, or have well paid jobs, a lot were fishermen. One of Jesus’ disciples was chosen from a group that were seen as outcasts and not at all respected, tax-collectors. Share story of Matthew (Matt 9:9-13). Why do they think Jesus chose who he did? Who might Jesus choose for his disciples if he came today, why? Put children into groups to prepare and act out their different scenarios. Jesus spoke a lot about having come to call sinners and to reach out to those in need. Chapter 15 of Luke looks at the theme of those who were lost being found. Jesus told the three parables in this chapter to illustrate why he welcomed outcasts and ate with them. Ask the children to read the chapter (it isn’t very long) and to take one of the parables and use it to explain why Jesus felt it was important to give his time to those considered outcasts. Share the story of Jesus and the Sinful Woman (John 8:1-11) - <i>When dealing with adult subjects such as adultery you should be careful to explain the concept at a child’s level. Refer to it as when a person does not keep their marriage promises. Many children may already know more but remember the point of the lesson is Jesus’ forgiveness more than the woman’s sin.</i> What does this story tell us about Jesus? Do we condemn too quickly, are we too harsh in our judgements? Do we take time to find out the whole story? Both sides? Jesus does not encourage the sin (... <i>sin no more</i>) but he shows he loves the sinner. Children to write down what the message is in this story for us, can they come up with groups in today’s society that are often lumped together and all labelled as bad? Jesus led by example, he didn’t come to be a king as the people were expecting, his was a different type of king and leader. He talked about coming to serve not to be served. Share Matthew 20:20-28 and John 13:1-17. After reading the two passages, and reflecting on all the other scripture looked at in this unit, children to write a description of the type of leadership shown by Jesus and the type of leaders he wants all his followers to be. What values does this type of leadership show, how should it guide Jesus’ followers when they meet others, particularly those in need and unloved? <p>What does Catholic Social Teaching say about reaching out to the marginalised?</p> <ul style="list-style-type: none"> Remind the children about how Catholic Social Teaching guides us in how we should interact with others and work towards a common good. List all the themes, how do they think CST links with the work they have been doing in this unit? Children to bullet point under each one any links they can identify. Focus in on the theme of human dignity. How can we uphold the dignity of each and every human being? Which gospel values and virtues to we need to show? E.g. compassion and mercy. Take the word dignity, or one of the values or virtues they identify, and create an acrostic prayer asking for help and guidance in showing dignity, compassion etc. to all we meet. <p>Who are today’s marginalised?</p> <ul style="list-style-type: none"> Ask children to list all those they feel are marginalised in our world today? Who is trying to reach out to them as Jesus did? Have a list of occupations/charities/aid workers ready to add to those the children suggest. Children to take one example to research more fully and then bullet point how the work they are doing reflects the example shown by Jesus (link with things Jesus said, shared etc.); how they are following Catholic Social Teaching, and the Gospel values they are showing. Who are the marginalised we come across in our locality, are there any in our own school? Do we show dignity to all we meet or do we look the other way or just ignore them? Do we show Jesus’ love to everyone or do we make fun of them behind their backs? Do we reach out to those in need or do we think that’s someone else’s job? Read Matthew 25:31-46 (Sheep and Goats). What is this telling us? We all have a duty to do something to reach out to the marginalised, those in need, to show them the dignity and compassion that Jesus himself showed. In groups, children to decide on a biblical quote that they feel reflects the need to show dignity and love to all – then agree on 4/5 positive statements of actions, linked to gospel values, they will try their best to put into practice, e.g. we will respect each other’s dignity by ..., we will show compassion through Share as a class then agree on 4/5 for the class to adopt for the rest of the year. As a class, agree on a charity that supports the marginalised to pray and fund raise for during Advent. If appropriate, this could include sending Christmas cards and gifts to those the charity are supporting. Go back to their original bubble diagram to see what else they can add.
<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.</p> <p>Opportunities to listen to others points of views and compare and discuss.</p>	

GREATER DEPTH OPPORTUNITIES

- ‘Love your neighbour as yourself’ – write an article for your parish or school newsletter giving suggestions on how they might follow this commandment in their daily lives.
- Look at all the themes of Catholic Social Teaching – which do you feel is the hardest to tackle in our world today, why?
- Look at all the themes of Catholic Social Teaching – which ones do you feel are already a strength in your school, what is your evidence?
- How does your school mission statement support the need to show dignity to all?

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 is titled "An easy guide to Catholic Social Teaching Principles" and is set against a red background. It features seven horizontal bars, each representing a principle, with a corresponding photograph and a quote. The principles and their associated elements are:

- Human Dignity**: A purple bar with the quote "Everyone is special." and a photo of a group of people.
- Common Good**: An orange bar with the quote "What is best for everyone?" and a photo of a woman in a green shirt.
- Solidarity**: A blue bar with the quote "We are one big family." and a photo of a woman in a green shirt.
- Subsidiarity**: A green bar with the quote "All people should have a say!" and a photo of a woman in a green shirt.
- Participation**: A purple bar with the quote "We all want to work and contribute to our communities." and a photo of a woman in a green shirt.
- Stewardship**: A green bar with the quote "We are part of and need to care for creation." and a photo of a woman in a green shirt.
- Preferential option for the poor**: A brown bar with the quote "Some people need extra help." and a photo of a woman in a blue shirt with a Caritas logo.

The Caritas logo and the website "caritas.org.au" are visible in the bottom right corner of the infographic.



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.



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.