


Catholic Socialist Teaching in our Weekly Curriculum Subjects

Element	Links to EYFS
<p>Bible Quote</p> 	<p>And he said: “Truly I tell you, unless you change and become like little children, you will never enter the kingdom of heaven. Therefore, whoever takes the lowly position of this child is the greatest in the kingdom of heaven. And whoever welcomes one such child in my name welcomes me.”</p> <p>Matthew 18:1-5</p>
<p>Human Dignity</p> <p>SSMJ 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.</p>	<ul style="list-style-type: none"> • Our whole EYFS ethos is based around accepting children as individuals. Staff model this approach throughout the year and show the children examples of how to work alongside all children. • Children’s uniqueness and individuality is celebrated through the first terms topics in Autumn 1 as children get to know each other. Children are then reminded of their differences and this needs to be celebrated. E.g. sports day – ok not to win, created in God’s own image and he has given us our own unique talents. • Children are made aware of other children who may not have the same lifestyle as themselves. E.g. children who are going to school and a war is happening, some children who are not able to go to school at all, children who have a particular need e.g. blind and how they read a book etc. • Staff model (using 5 a day principles from EEF & EYFS 7 principles of effective practise) and ensures changes made for one are made for all so our curriculum is inclusive. • Staff discuss any fund raising events at length and teach them as a lesson to deepen children’s understanding – e.g. St Joseph’s Penny – local money towards food, food bank collection – some Mummies and Daddies do not have money to buy food, CAFOD looking at children in other countries. This ensures those firm foundations of knowledge which can then be embedded throughout school.
<p>Common Good</p> <p>SSMJ follows Jesus’ example of ensuring that quieter voices are heard, so that a better world is achieved together and where each and every one of us, including our mother earth, may flourish. Ultimately, no one can truly flourish if another person is hungry, lost or abandoned, nor can humankind flourish while our common home is degraded and exploited for the good of the few.</p>	<ul style="list-style-type: none"> • Staff model and constantly say through every part of the day – Following that good example of Jesus’ and I am looking for you to be ‘the best you can be’. Staff discuss with the children openly about their differences and everyone’s best is different – its about being the best YOU can be. • Laudato Si’ is a major focus in EYFS during forest school sessions and about the approach to ‘Our Common Home’ we want the children to have. E.g. we don’t want children ‘picking wild flowers’ they are needed for wildlife. Staff model openly about the need to care for our environment whether in school, outside or at home we take care of everything we do. • Staff model about and constantly talk about ‘treating others how you would like to be treated’, staff give children examples and ask they what they would do in that situation or what would Jesus do in that situation. • Behaviour is openly discussed and explained (where appropriate) so children can learn from each other and consider a better example. • Good choices are constantly celebrated with a high five, dojos etc and telling the children they have done a good job or made a good choice or set a good example. • Staff model and discuss with the children those key priorities of sharing, caring, helpfulness and the importance of not wasting what we have – e.g. eat your snack, turn off the lights when not using them and staff openly say the sentences I am turning off the lights because we don’t want to waste energy and I don’t them on.

	<ul style="list-style-type: none"> • Staff constantly discuss with the children openly about how they are making others feel.
<p>Participation Together, we can confront the problems of our world and seek solutions that are truly effective. We listen to others as they speak for themselves, help them to participate if they need such help and speak-out boldly on their behalf when it is right to do so. This is about Doing-Together, not Doing-To.</p>	<ul style="list-style-type: none"> • Staff model and discuss with the children those key priorities of sharing, caring, helpfulness and the importance of not wasting what we have – e.g. eat your snack, turn off the lights when not using them and staff openly say the sentences I am turning off the lights because we don't want to waste energy and I don't them on. • Staff constantly discuss with the children openly about how they are making others feel. • Staff model openly about needing help and support and working together e.g. Mrs Canavan I can't put this up please can you help me. CT asks oh Mrs Canavan please could you for me, that would be so helpful. This allows helps children pick up that positive language about how to act.
<p>Subsidiarity SSMJ believes that local individuals, communities, and local organisations are best placed to influence changes to global, national and local policies and practices so that they benefit all. We follow Jesus' example of ensuring that the insights and perspectives of quieter voices are heard, so that a better world is achieved together.</p>	<ul style="list-style-type: none"> • Staff model and discuss with the children 'we may be small but we are mighty' staff encourage children to make a difference and tell them the older ones/Mrs Mabbott/Mr Smith think we can't do it but I think we can.. can we? We encourage children to reach their full potential always. • Staff know the children incredibly well and know when to challenge the children to be the best they can be or when they have worked hard enough and have already given everything they have. Staff are mindful of the children's unique individualised behaviours and personalities that make them who they are and staff foster that individuality and promote it through conversations and in the tasks they get children to complete. E.g. a child who needs to wriggle – oh could you just turn off the lights please? 'A child who needs to talk a lot – oh can you go and ask Mrs Canavan if.... • Staff model and constantly say through every part of the day – Following that good example of Jesus' and I am looking for you to be 'the best you can be'. Staff discuss with the children openly about their differences and everyone's best is different – its about being the best YOU can be.
<p>Stewardship Caring for the earth is integral to our task of tackling the scandal of global poverty, vulnerability, inequality, injustice and exclusion. It is neither optional nor secondary. Following an integral ecology approach we hear the inseparable cry of the earth and cry of the poor and respond holistically.</p>	<ul style="list-style-type: none"> • Laudato Si' is a major focus in EYFS during forest school sessions and about the approach to 'Our Common Home' we want the children to have. E.g. we don't want children 'picking wild flowers' they are needed for wildlife. Staff model openly about the need to care for our environment whether in school, outside or at home we take care of everything we do. • As part of forest school children help to care for the garden. As part of children planned worship children are encouraged to take care of the environment – like picking up litter. • Staff model and encourage children to never stop trying and say that even a small change can make a difference. • Our curriculum within EYFS supports that need to care for the environment and explore worlds they may never have seen. (Growing spring 1 & Unknown worlds summer 2) role play recycling centre, Laudato Si' week,
<p>Option for the Poor 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.</p>	<ul style="list-style-type: none"> • Children are made aware of other children who may not have the same lifestyle as themselves. E.g. children who are going to school and a war is happening, some children who are not able to go to school at all, children who have a particular need e.g. blind and how they read a book etc. • Recent news events are discussed and lessons taught around them to encourage children to have that wider knowledge of the world. • Staff model helping everyone whether that is a member of staff – please can I borrow your i-pad or if its another child who needs help filling their water bottle – staff openly say oh would you like some help with that? This gives children that positive model and has a positive impact on the way they behave.
<p>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</p>	<ul style="list-style-type: none"> • Staff read stories that include where change is needed and ask the children what would you do? What would Jesus do? • Staff model working together to complete tasks and asking for help.

<p>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.</p>	<ul style="list-style-type: none"> • Staff model and say when they are 'cross' 'sad' etc and model this so children understand these negative feelings are ok to have but they can also be put right. I feel sad because 'I can't find the i-pad' one of the children will inevitably say – I will help you find it oh that makes me feel better. • Staff encourage children to make small changes and understand the wider impact they have. • EYFS have helped us work towards the Live Simply Award. • Staff model having different opinions and how important they are to them so children understand its important to be given an opportunity to share their opinion.
<p>Distributive Justice We believe we are all part of the global food system - which means we have the power to change it. Changing the food we buy and choosing products from Fairtrade companies is one of the ways we can help tackle poverty.</p>	<ul style="list-style-type: none"> • Staff model and discuss with the children how we can make positive changes like collecting for the food bank or Ukraine etc and teach why we are doing these collections and what impact it is going to have. • Staff model to children not wasting what they have and reminding them how incredibly lucky they are to be going to such a lovely school at SSMJ with staff around them who care for them very much. Staff explain that not all children are this lucky.
<p>Promoting Peace Projects backed by CAFOD are building peace in multiple conflict situations. Poverty and conflict are closely linked, so CAFOD works in many countries where there is war or violence</p>	<ul style="list-style-type: none"> • Staff discuss any fund raising events at length and teach them as a lesson to deepen children's understanding – e.g. St Joseph's Penny – local money towards food, food bank collection – some Mummies and Daddies do not have money to buy food, CAFOD looking at children in other countries. This ensures those firm foundations of knowledge which can then be embedded throughout school.