


Catholic Social Teaching in our Termly Curriculum Subjects

| Element | Links to Geography | Links to History | Links to Art | Links to Design and Technology | Links to Forest School |
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| Bible Quote  | <p>"For God so loved the world, that he gave his only Son, that whoever believes in him should not perish but have eternal life. For God did not send his Son into the world to condemn the world, but in order that the world might be saved through him". John 3:16-17</p> | <p><i>'Remember the days of old; consider the years of many generations; ask your father, and he will show you, your elders, and they will tell you.'</i> Deuteronomy 32:7</p> | <p>"But now, O Lord, you are our Father; we are the clay, and you are our potter; we are all the work of your hand." Isaiah 64:8</p> | <p>"For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do." Ephesians 2:10</p> | <p>"He also took some of the seed of the land and planted it in fertile soil. He placed it beside abundant waters; he set it like a willow. Then it sprouted and became a low, spreading vine with its branches turned toward him, but its roots remained under it. So it became a vine and yielded shoots and sent out branches." Ezekiel 17:5-6</p> |
| Human Dignity 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. | <ul style="list-style-type: none"> Our Geography overview curriculum ensures children have a wider view of the world and all people within. It gives children the eagerness to learn about other countries, giving them an open and inclusive world view. Children who have access to a multicultural environment also have a more in-depth understanding and appreciation of other cultures. For example, in Year 5 the children learn about Fair Trade products | <ul style="list-style-type: none"> Learie Constantine (Y2) | <ul style="list-style-type: none"> Our art curriculum encourages children to explore a range of artists from the around the world, giving them a wider sense of culture. We have made the most of the opportunities of significant events throughout the year e.g. King Charles's Coronation, Queen Elizabeths Funeral. As a whole school we have celebrated a variety of artists from Africa. We focused on their own artist's heritage. | | <ul style="list-style-type: none"> Forest School allows children time to cultivate plants and vegetables grown within the garden. Forest school encourages children to take those risks and make safer choices in an open environment. Forest school encourages children to develop those friendship skills of working alongside other people. |
| Common Good 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. | <ul style="list-style-type: none"> Our Geography Curriculum supports taking care of Mother Earth and promotes that sense of one small change can make a difference. For example, in upper key stage 2 children are asked about natural disasters linked with Climate Change and about the fair distribution of food globally. | | <ul style="list-style-type: none"> Art Posters (Laudato Si Week) Prayer tree Forest School – clay sculpture, natural art, natural portraits. | <ul style="list-style-type: none"> Laudato Si recycling project per class. | <ul style="list-style-type: none"> Forest school promotes looking after the environment. E.g. not picking flowers/leaves etc using what is around. Forest school encourages children to take a closer look at the environment and discuss changes and reasons for changes. E.g. excessive dead worms on the carpark due to flooding – why? |
| Participation Together, we can confront the problems of our world | <ul style="list-style-type: none"> Our Geography curriculum supports the philosophy that small changes can make a difference and | | | | <ul style="list-style-type: none"> Forest school encourages children to develop those |

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| 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. | encourage children to share their thoughts about the topics covered. For example collecting for a local foodbank in Autumn. Teachers encourage children to openly participate in wider projects such as COP 26 & 27 so their voice is reaching a wider audience. | | | | <p>friendship skills of working alongside other people.</p> <ul style="list-style-type: none"> • Forest school encourages strong language/communication skills. • Teachers model and promote following that good example – making the right choice. |
| <p>Subsidiarity</p> <p>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"> • Our Geography overview focuses on the local area in EYFS (e.g. local library visit) and Key stage 1 developing that Uk & European knowledge through lower key stage 2 then widening that worldly view as they travel through upper key stage 2. • Staff make links to following that good example of Jesus throughout the curriculum and asking the children what would Jesus do/think/say if he knew what we know. | <ul style="list-style-type: none"> • Learie Constantine (Y2) | <ul style="list-style-type: none"> • Bev (local artist) Clitheroe Art Festival | | <ul style="list-style-type: none"> • Forest School promotes the work of Laudato Si’ and the local parish developing the garden area. • Forest school encourages that open discussion of children’s thoughts and feelings about different topics. |
| <p>Stewardship</p> <p>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"> • Our Geography overview prompts children to think about wider global issues such as flooding (year 6) and the impact of volcanoes/earthquakes (year 3) and we ask children to contribute an ask those harder questions about the impact on human life, developing that global understanding. E.g. Ukraine – items sent to help people – Geography afternoon focused on where was Ukraine, what had happened. | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Modify art curriculum to expand the children’s knowledge. • | | <ul style="list-style-type: none"> • Forest School foundation is Caring for Our Common Home – looking after the area around. Discussions around climate change and its impact. |
| <p>Option for the Poor</p> <p>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"> • Our curriculum supports the view that children are living in an ever changing world. Therefore, our curriculum is constantly reviewed and adapted where necessary to reflect local/European or National News/Events. Time is taken in the curriculum to make children aware of the needs of others and the reasons for it happening. | <ul style="list-style-type: none"> • Titanic (Y2) | | | <ul style="list-style-type: none"> • Forest School is about finding an enjoyable activity to create that mentally healthy environment away from the classroom promoting outdoors and enjoying time with their friends. |
| <p>Solidarity</p> <p>By coming together in hope as individuals, families, communities, organisations and nations, we can achieve transformative change for the common good. Together,</p> | <ul style="list-style-type: none"> • Our Geography overview supports the holistic approach and understands that subjects are entwined. Our 5 day principles (EEF Research) that are at the centre of our school life encompasses the | <ul style="list-style-type: none"> • Learie Constantine (Y2) • Year 1 – Family Tree Unit | <ul style="list-style-type: none"> • Whole School Art projects – front entrance and Clitheroe Art Festival. • Around the world the week. Looked at African artists. | | <ul style="list-style-type: none"> • Forest School is about finding an enjoyable activity to create that mentally healthy environment away from the classroom promoting |

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| <p>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.</p> | <p>ethos of inclusion – change for one, change for all.</p> <ul style="list-style-type: none"> • Our Around the World Day/weeks ensure children have opportunities to come together and share their love of Geography. • Our pupil interviews allow children to share their learning and what they think they have achieved. | | | | <p>outdoors and enjoying time with their friends.</p> |
| <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"> • Our Geography overview curriculum ensures children have a wider view of the world and all people within. It gives children the eagerness to learn about other countries, giving them an open and inclusive world view. Children who have access to a multicultural environment also have a more in-depth understanding and appreciation of other cultures. For example, in Year 5 the children learn about Fair Trade products. We promote in school we can make a difference no matter how small it might seem. | | | | <ul style="list-style-type: none"> • Forest School discusses ideas of caring for the environment and the maintenance of the gardens – from produce to use – where does it go to? • Forest School encourages children to grow their own vegetables etc. at home. |
| <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"> • Our curriculum supports the view that children are living in an ever changing world. Therefore, our curriculum is constantly reviewed and adapted where necessary to reflect local/European or National News/Events. Time is taken in the curriculum to make children aware of the needs of others and the reasons for it happening. | <ul style="list-style-type: none"> • Year 6-unit World War II | | | <ul style="list-style-type: none"> • Forest School promotes that time to chat with the children about their thought and feelings about global issues and help develop any ideas they may have. |