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| TIOF%20Strands%20Master%20email | **RERC**  **This Is Our Faith Planning Exemplars** | | | | | | |
| **Year group** | **Suggested Theme/Topic/Unit:**  **S4: Catholic Social Teaching and the Equalities Act** | | | **Suggested Timescale:** | | |
| Dates: | |  | | | | |
| Teacher: | | |  | | Class: |  |

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| **TIOF Core Learning** |
| **Signs of God (ii)**  I can describe how the Holy Spirit unites the Church to the life and mission of Church and how the gift of communion and bear fruit in the world through the Church  **Reign of God (i)**  I have reflected on Church Teaching and can describe how this has affected my understanding of my value as a person, my awareness of the needs of others and my willingness to contribute to the common good. |

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| **Experiences and Outcomes:** |
| **Signs of God (ii)**  I have explored, and can discuss, the main messages contained within one Church document which explains some aspects of Catholic Social Teaching.  **Reign of God (i)**  I have considered the Catholic vision of what it means to be human.  I have explored the situations of moral challenge facing society about the value and dignity of the human person.  I can describe the response of the Church to these challenges.  In light of this learning, I have reflected upon my own response to these challenges. |

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| **Learning Intentions:** |
| * I am learning about Catholic Social Teaching. * I am learning about the four main principals of Catholic Social Teaching. * I am learning to reflect on how the principles of Catholic Social Teaching can be applied to the Protected Characteristics in the Equalities Act |

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| **Success Criteria:** |
| * I understand what the Church teaches about Catholic Social Teaching. * I can describe the four main principals of Catholic Social Teaching. * I can explain how the principles of Catholic Social Teaching can be applied to the Protected Characteristics in the Equalities Act |

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| **Key Vocabulary from TIOF:** |
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| **Planning Outline (including what pupils could write /say/make/do as a result of learning):** |
| This learning plan is intended to form part of a holistic learning journey for pupils which focuses on addressing discrimination and prejudice based bullying. The learning starts in Early Level and continues through to Senior Phase.  In Senior Phase the themes of this learning journey are:  Catholic Social Teaching and the Equality Act  This theme compliments the learning and teaching outlined in “Called to Love” and should be used in conjunction with the activities and resources for S4: **Committed in Love**  **Part One: What is Catholic Social Teaching?**  **Resource: PowerPoint slides 1, 2 and 3, handout “Pope Francis writes to young people about Catholic Social Teaching” and video clip “Catholic Social Teaching in 3 Minutes”**  **Prayer to begin the lesson with:**  Dear Lord,  During your life on earth you were often in the company of the poor, the outcasts, the working people, the lepers and the widows - those who had nothing to give you in a material sense.  Give us respect and compassion for those who struggle with material poverty.  Increase our awareness of those who are struggling in our communities and around the world.  Teach us to be generous and always ready to share what we have with others here at school, at home and in our communities. Amen.  Prior learning - ask students what they know about Catholic Social Teaching.  Clicking the image to play the video. Points to draw out from the video:   1. The kind of issues that Catholic Social Teaching addresses (poverty, injustice, migration, the environment etc.) 2. CST is drawn from lots of sources: scripture, papal encyclicals (letters), writings of saints etc. 3. That CST looks at the issues that affect us today in light of the scripture. 4. Any of the 7 themes of CST:    1. Life and dignity of the human person,    2. call to family, community and participation,    3. rights and responsibilities,    4. the dignity of work and the rights of workers    5. option for the poor and vulnerable    6. Solidarity    7. care for God’s creation.   Activity: What does Pope Francis say to young people about Catholic Social Teaching? Give out handout entitled: **Pope Francis writes to young people about Catholic Social Teaching.** This is a summarised version of the letter that appears at the beginning of the DOCAT (a book for young people about Catholic Social Teaching). Emphasise that he is speaking to each one of them. There is a speech bubble as part of each paragraph to allow students to summarise each part of the letter and enable them to give structured feedback at the end of the activity.  After activity feedback:  The development of Catholic social teaching will always be ongoing because our development as a society is always ongoing.  **Part Two: What are the Four Principles of Catholic Social Teaching?**  **Resource: PowerPoint slides 4-12**  **Prayer:**  Holy Spirit,      We praise and thank you!  You anoint us to      bring glad tidings to the poor      proclaim liberty to captives      recover sight for the blind      free the oppressed      and build communities in keeping      with God's vision of justice.  Show us how to be      light of the world      salt of the earth      seeds that sprout love      and leaven that infuses humanity      with the desire to promote      human dignity and solidarity.  Help us to listen so that      those in poverty can lead our efforts to      proclaim a more hopeful vision      liberate captives from injustice      heal the blindness of the powerful      free us all from self-centeredness      and build community to overcome poverty.  Amen.  This next part will focus on the four principles of Catholic Social Teaching.  Ask students what we mean by **“human dignity”**. Alternatively, ask students to jot down a one sentence definition of the term and seek feedback.  Points to draw out:   1. That dignity belongs to every person, not because of anything we have done to deserve or earn it, but because we are made in the image and likeness of God. Dignity is a God-given gift. 2. Because of this dignity we are compelled as Christians to make sure everything we do as human beings respects our own dignity and the dignity of others.   The quote from the catechism makes the point that human beings are not objects, we are not things to be used and thrown away at will but instead are “someone” and as such, should be treated at all times in a just and compassionate way.  Ask students for examples either in our own lives, or in a worldwide context, of times when human dignity is ignored.  Examples might include: the way we conduct relationships, the conditions that some people work/live in, our attitude towards those who are different from us in any way.  The next principle is: **The Common Good**. Ask students what we mean by “The Common Good”. Alternatively, ask students to jot down a one sentence definition of the term and seek feedback.  Points to draw out:   * The Common Good is different from utilitarianism. It does not mean what is best for most people. Instead it means working together for what is best for every single person. * We are social because we don’t exist in isolation. We all interact with someone at some level in our lives and this is what we call society. * The quote from *Caritas in Veritate* emphasises the need for us all to agree to respect each other and work towards a world that is good for everyone.   Ask students how we can work to achieve the Common Good, in our schools, families, parishes and globally? Ask them to note down three suggestions that demonstrate how they could do this.  The third principle is: **Solidarity**. Ask students what we mean by “solidarity” or contexts where they might have heard the term used. Alternatively, ask students to jot down a one sentence definition of the term and seek feedback.  Points to draw out:   * We must see everyone as our neighbour and as our equal. No one person deserves better treatment than another. * It is not enough for us to feel empathy for those who are treated unjustly, solidarity requires action of us when we recognise unjust situations.   Ask students to reflect on and then discuss with the person nearest to them, times in their own lives when they have demonstrated the principle of solidarity.  The final principle is: **Subsidiarity**. It is quite likely that students may not have come across this term  Click to reveal descriptions of subsidiarity and another quote from Pope Benedict XVI’s letter *Caritas in Veritate.*  Points to draw out:   * If a decision will affect you then you have a right to part of the decision making. * Decisions should be made by those most affected by them. * An example might be a school football team. It would be inappropriate for the government to set down rules for your team about how many games they are allowed to play and what the strip should look like. These decisions should be left to the school, coaches and the members of the team to decide because you will be most affected by them.   Think about either your own school, family, clubs or societies you belong to and, similarly to the example of the football team, explain how the principle of subsidiarity is at work in your example.  Ask for feedback on examples.  To summarise:   * Ask students what the four principles of Catholic Social Teaching are (Human Dignity, The Common Good, Solidarity and Subsidiarity) * Emphasise that they work together and rely upon each other for social justice to become a reality in our world. * Each one of them has a responsibility to do as much as they can to bring this vision to life.   **Part 3: Catholic Social Teaching in Today’s World**  **Resources: PowerPoint slides 13, 14, 15 and 16, handouts “What are protected characteristics?”, Four Key Catholic Social Teaching Principles and “Equality Act 2010 Quiz – Case Studies”**  **Prayer:**  Prayer for Peacemakers  Spirit of God, give us the openness, deep within us to recognise, daily, all people as made in your image and likeness.  Help us to learn from one another the ways of being fully alive, at peace with ourselves and with those around us. Give us the courage to transform those parts of ourselves and our world that separate and create enmity.  Help us to take steps to stop the cycle of violence in our homes, in our workplaces, in our neighbourhoods, in our country, in our world.  May we be open to our deepest yearning for a world alive with your justice and truth, to dream of a society where all are treated with respect, and, with the power of your Spirit, to take steps to bring it about.  As an introduction, ask students to recap on previous learning about the four principles of Catholic Social Teaching are (Human Dignity, The Common Good, Solidarity and Subsidiarity)  Question to think about: What is the relationship between the Church’s Social Teaching and how the governments protects people from discrimination?  Equality Act 2010  In Scotland The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society.  It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it’s unlawful to treat someone.  The characteristics that are protected are:  Age  Disability  Gender reassignment  Pregnancy and maternity  Marriage and civil partnership  Race  Religion or belief  Sex  Sexual orientation  Activity: Go through the handout **“what are protected characteristics”** with students (More information about protected characteristics can be found here: <https://www.legislation.gov.uk/ukpga/2010/15/section/4>)  **Handout Equality Act 2010 Quiz – case studies** scenarios 1 and 7 to be done as a whole class activity  Thinking about everything we have learned Catholic Social Teaching and the protected characteristics in the Equality Act, let’s apply these principles to real situations and think about how we should respond.  Give students the handout **Equality ACT 2010 Quiz – Case Studies**. You may also wish to make the handout **Four Key Catholic Social Teaching Principles** available for reference  Scenario 1 and 7 (the first and last) should be done as a whole class activity.  Points to draw out:   * The protected characteristic being discriminated against is sexuality. * Human dignity belongs to every person because they are made in the image and likeness of God. * A person is not defined or judged based on their sexuality. * It is because of our dignity that we are compelled to make sure everything we do respects our own dignity and the dignity of others.   Allow students to work in pairs or smaller groups to work their way through scenarios 2-6  Draw everyone back in to go through scenario 7 as a whole class.  Points to draw out:   * The protected characteristic being discriminated against is gender reassignment. * The principle of subsidiarity requires that if a decision affects you, you have a right to be part of the decision making process. * It also means that people in authority have the responsibility to listen to you. * Subsidiarity states that decisions should be made by those most affected by them. * You could also say that to ignore someone’s request is to ignore their dignity.   **PowerPoint slide 17**  Summary of this unit:   * Over the last few lessons, we’ve learned about the principles of Catholic Social Teaching and about the protected characteristics of the Equality Act. * We’ve also learned about the relationship between these two things and how understanding and living Catholic Social Teaching means that we must never discriminate against another person and that we are all equal in dignity as children of God.   In summary, the final part of this section asks students to consider the difference between having different beliefs or opinions and discrimination.  Ask students to read both of the quotes and take some time to think about what each of them means. This should then lead into a whole class discussion.  Points to draw out:   * That it is possible to hold different beliefs and opinions without this resulting in prejudice or discrimination * That each person’s beliefs must be respected. * That there can be common ground found in serving the common good. |

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| **Resources:** |
| Catholic Social Teaching PowerPoint  Catholic Social Teaching in 3 Minutes video clip  Handouts: **What are Protected Characteristics?**, **Pope Francis writes to young people about Catholic Social Teaching** and **Equality Act 2010 Quiz – Case Studies, Four Key Catholic Social Teaching Principles**  Whole school policy on bullying can be found here **(school to insert)** |

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| **Evaluation:** |
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