

## Catholic Social Teaching in English

	KS3	KS4	KS5
<p><b>Human Dignity</b> <i>All created in the image and likeness of God</i></p>	<p>Choice of texts (novel in Year 7, Frankenstein in Year 8) Discussion of themes within these texts</p> <p>War poetry Year 8 Identity poetry – Year 7 Both year groups – non-fiction writing</p> <p>All of these units explore ideas of the individual and the worth of each individual</p>	<p>Choice of texts Jekyll and Hyde – explores the idea of the duality of human nature, and the conflict between science and religion A Christmas Carol – looks at charity, social responsibility, social inequality at the time and links with the idea of greed as a divider between people An Inspector Calls – social responsibility, poverty, the references to the class system and how it creates unnecessary divides Macbeth – the role of the king, ambition, the Elizabethan Great Chain of Being</p>	<p><b>FILM:</b> Choice of texts studied and exploration of ideology Discussion work, sharing ideas and supporting each other Supportive sharing of ideas for NEA and for interpretations of key scenes <b>LANGUAGE:</b> Discussions on language and identity (accent and dialect unit) and theory based written activities. Child Language Development</p>
<p><b>The Common Good</b> <i>Whatever is needed for each person to flourish</i></p>	<p>Choice of texts (poetry in 7&amp;8, novel in year 9) to explore the themes of society and social responsibility. Provision of resources for students, and encouraging students to help/support each other</p> <p>Julius Caesar Year 9 Language unit Year 9</p> <p>Functional Skills in Year 9</p> <p>Sports readers</p> <p>Writing tasks are often on social themes and incorporate ideas of social responsibility</p>	<p>Choice of texts An Inspector Calls – looking at who is to “blame” for the death of Eva Smith, the idea that this could be anyone and so we should consider the impact of our actions Lord Of The Flies – the idea of teamwork as needed for the island to thrive, the division and how that leads to the breakdown of society Poetry – conflict cluster – looks at the impact and history of conflict Provision of resources for students, and encouraging students to help/support each other</p>	<p><b>FILM:</b> Choice of texts studied and discussion of themes (esp. Global film with City of God and Pan’s Labyrinth) <b>LANGUAGE:</b> Diversity topics, including social groups, gender Child Language Development including case studies of children not exposed to social interaction.</p>
<p><b>Solidarity</b> <i>Not just doing things for other people but acting with them to build a more just world together</i></p>	<p>Choice of texts (novel in Year 7, Frankenstein in Year 8, poetry units in 7&amp;8, Novel – world lit – Year 9) Provision of resources for students, and encouraging students to help/support each other</p> <p>Julius Caesar Year 9</p> <p>Writing tasks are often on</p>	<p>Shared reading Group work Revision activities – especially responding to specific requests from students Responding to marking activities and supporting each other Any form of group or presentation work</p>	<p><b>FILM:</b> Choice of texts studied and discussion of themes, ideology (Example – City of God looking at the situation in the Favelas) <b>LANGUAGE:</b> Language and power e.g. the language used in the courtroom/forensic linguistics. NEA Language Investigation and Original Writing offers opportunities to look at issues</p>

	social themes and incorporate ideas of social responsibility		within society. 'Article of the week' prompts discussion about current linguistic issues, not only at a regional but international level.
<b>Participation</b> <i>People have a right and duty to take part in shaping a more just and human society</i>	Group work Drama activities Class discussion of themes and ideas  Possibility of trips or visitors  Any group work or presentations  Writing tasks are often on social themes and incorporate ideas of social responsibility	Shared reading Group work Annotation – especially using a visualiser for live work. Use of random name generators to demonstrate the idea that all can be called on to participate Possibility of trips Any form of group or presentation work An Inspector Calls – looking at who is to “blame” for the death of Eva Smith, the idea that this could be anyone and so we should consider the impact of our actions	<b>FILM:</b> Choice of texts studied, group work (including shared essay writing) <b>LANGUAGE:</b> NEA language investigation lends itself to researching areas such as the language used in the media/pop industry/by politicians and how the use of language shapes our thinking.
<b>Subsidiarity</b> <i>As far as possible, decisions should not be taken at the highest levels but by the people who are most affected</i>	Group work – allocating roles within groups  War poetry Year 8  Julius Caesar Year 9  Use of student voice  Texts are selected by teacher to suit class rather than imposed upon classes	Some class involvement in choice of texts Group work – assigning responsibility, feeding back on ideas (encouraging ALL to do this rather than one person hijacking) Use of student voice to reflect on lessons Lord of the Flies – the election of leaders and use of the conch	<b>FILM:</b> Choice of texts studied, selection of key scenes, discussion of themes and ideology <b>LANGUAGE:</b> Discussions about language and power, including the issue of covert/overt prestige. Analysing case studies.
<b>Stewardship of Creation</b> <i>We are called to care for creation as stewards, not just as consumers</i>	Literature text choices (world lit, poetry, Frankenstein)  Writing tasks are often on social themes and incorporate ideas of social responsibility	Choice of texts Jekyll and Hyde – explores the idea of the duality of human nature, and the conflict between science and religion – protection of humanity/human soul/psyche A Christmas Carol – looks at charity, social responsibility, social inequality at the time and links with the idea of greed as a divider between people – protection of those less fortunate than ourselves An Inspector Calls – social responsibility, poverty, the references to the class system and how it creates unnecessary divides – particularly the refusal of help to Eva Smith by Mrs Birling Lord of the Flies – the darkness of men’s hearts when looking at the	<b>FILM:</b> Choice of texts studied - ideology <b>LANGUAGE:</b> Discussions about our idiolect/sociolect.

		destruction of the island in a fire at the end – looking at how obsession with hunting and fires led to a potentially missed opportunity for rescue early on	
<b>Rights and responsibilities</b> <i>When one person has a right, others have a responsibility to uphold that right</i>	<p>Group work (including respecting others)</p> <p>Language Paper 2 style work (looking at non-fiction)– often includes social element in issues presented for analysis and then for written work</p>	<p>Language Paper 2 – often includes social element in issues presented for analysis and then for written work</p> <p>Choice of texts – A Christmas Carol and An Inspector Calls look explicitly at themes of responsibility to others. This is also explored in Lord of the Flies when deciding rules (and when exploring the violence) and in Romeo and Juliet (the responsibility of the adults in their lives to protect the young couple)</p>	<p><b>FILM:</b> Choice of texts studied, revision skills, supporting each other with NEA</p> <p><b>LANGUAGE:</b> Discussions and analysis of linguistic research on gender, including the position of women in society. Think also links to raising awareness of the waves of feminism that is concerned not only with gender but other marginalised groups over time such as ethnic minorities.</p>
<b>Option for the poor</b> <i>To choose to consider the needs of the poorest and most vulnerable people first</i>	<p>Writing tasks are often on social themes and incorporate ideas of social responsibility</p> <p>Some exploration in texts studied</p>	<p>Text choice – A Christmas Carol and An Inspector Calls explicitly deal with this topic. It is also addressed in some of the poems studied in each poetry cluster.</p> <p>Some past papers used have explored this idea in Language Paper 2 (social issues often arise in this paper)</p>	<p><b>FILM:</b> Choice of texts studied - ideology</p> <p><b>LANGUAGE:</b> Linguistic Film Club – a series of discussion questions have been generated on a number of films linked to each of the diversity topics.</p> <p>Child Language Development links – how social interaction from caregiver leads to development.</p>