

## Catholic Social Teaching in Social Sciences

	KS4 & KS5
<p><b>Human Dignity</b> <i>All created in the image and likeness of God</i></p>	<p>Gender and ethnic equality Challenging social class inequality in the education system Equal opportunities for all Government policy Polarisation and Marginalisation of specific groups</p>
<p><b>The Common Good</b> <i>Whatever is needed for each person to flourish</i></p>	<p>Government policies tied to equality for all Meritocracy – How can society become more functional and meritocratic for all Role allocation (Davis and Moore) Specific treatments – Idiographic approach</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>Role allocation Cultural defence Social inclusion policy Globalisation Minority influence leading to social change</p>
<p><b>Participation</b> <i>People have a right and duty to take part in shaping a more just and human society</i></p>	<p>Regular debate Often student led debates – Open to suggestions Class presentations on approaches tied to real case studies</p>
<p><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></p>	<p>Democracy in teaching Students often given the choice or options on what they would like to cover Psychiatry – Labelling of patients. Differences in diagnosis</p>
<p><b>Stewardship of Creation</b> <i>We are called to care for creation as stewards, not just as consumers</i></p>	
<p><b>Rights and responsibilities</b> <i>When one person has a right, others have a responsibility to uphold that right</i></p>	<p>Individual responsibility to protect human rights Feminist movement Black lives matter Treatments - NHS</p>
<p><b>Option for the poor</b> <i>To choose to consider the needs of the poorest and most vulnerable people first</i></p>	<p>Social class inequality Labelling in schools Blue collar crime</p>