


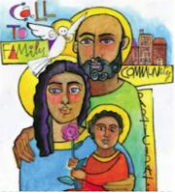


Catholic Social Teaching in Child Development

| | KS3 | KS4 | KS5 |
|---|---|---|--|
| <p>Life and Dignity of the Human Person</p> <p><i>All created in the image and likeness of God</i></p>  | <p>This subject is not taught at Key Stage 3.</p> | <p>C3: In the context of child development, this teaching emphasizes the importance of safeguarding children, recognizing their unique value and potential. Component 3 of the GCSE Child Development curriculum focuses on the health and well-being of children, which includes ensuring their safety.</p> <p>Physical Safety: Providing a safe environment free from hazards is crucial. This includes childproofing homes, ensuring safe play areas, and teaching children about personal safety. By doing so, we honour their dignity and protect their well-being.</p> <p>Emotional Safety: Creating a supportive and nurturing environment helps children feel secure and valued. This involves listening to their concerns, offering emotional support, and fostering a sense of trust. Respecting their emotional needs reflects their inherent worth.</p> <p>Social Safety: Teaching children about respectful interactions and protecting them from bullying or abuse is essential. Encouraging positive social behaviours and providing guidance on how to handle difficult situations helps them develop a sense of security and self-respect.</p> <p>By integrating these principles, educators and caregivers can create an environment that not only supports the holistic development of children but also ensures their safety, honouring their inherent dignity as individuals created in the image and likeness of God.</p> | <p>Unit 1: Respect for Individual Development: The unit emphasizes understanding each child's unique developmental journey, recognizing their intrinsic worth and dignity regardless of their stage of development</p> <p>Inclusive Practices: Promoting inclusive practices ensures that all children, regardless of their background or abilities, are given equal opportunities to thrive. This reflects the Catholic teaching that every person is precious and deserves respect and care</p> <p>Holistic Development: The unit encourages a holistic approach to development, considering physical, emotional, social, and cognitive aspects. This aligns with the belief that human beings possess an intrinsic worth that requires comprehensive care and support</p> <p>Creating Safe and Nurturing Environments: Ensuring that children are in safe, supportive environments where they can grow and learn respects their dignity and promotes their well-being</p> |

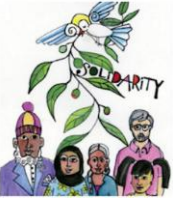


Catholic Social Teaching in Child Development

| | KS3 | KS4 | KS5 |
|--|---|--|--|
| <p>Call to family, community and participation</p> <p><i>Whatever is needed for each person to flourish</i></p>  | <p>This subject is not taught at Key Stage 3.</p> | <p>Students learn the importance of family and community in child development, including how play and learning environments foster social participation and inclusion.</p> | <p>Unit 1: Family Engagement: The unit encourages involving families in the learning and development process of children. This fosters a strong connection between the child's home and educational environment, reinforcing the family's role as a primary support system</p> <p>Community Involvement: By promoting activities that involve the local community, the unit helps children understand their role within a larger social context. This can include community projects, local events, and partnerships with community organizations</p> <p>Collaborative Learning: The unit emphasizes collaborative learning experiences, where children work together in groups. This not only enhances their social skills but also teaches them the value of working together towards common goals, reflecting the communal aspect of Catholic teaching</p> <p>Inclusive Practices: Ensuring that all children, regardless of their background or abilities, are included and supported in their development. This promotes a sense of belonging and community, which is essential for fostering participation and solidarity</p> <p>Parental Involvement: Encouraging parents to participate in their children's education and development activities. This strengthens the family unit and ensures that parents are active participants in their children's growth and learning</p> |

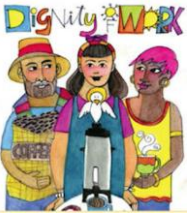


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| | KS3 | KS4 | KS5 |
|--|---|--|--|
| <p>Solidarity</p> <p><i>Not just doing things for other people but acting with them to build a more just world together</i></p>  | <p>This subject is not taught at Key Stage 3.</p> | <p>The course fosters empathy and understanding of diverse backgrounds, encouraging learners to support all children equally and work collaboratively with families and professionals.</p> | <p>Unit 1: Promoting Inclusivity: The unit encourages inclusive practices that ensure all children, regardless of their background or abilities, are supported and valued. This fosters a sense of belonging and unity among children</p> <p>Encouraging Empathy and Cooperation: Activities and lessons in the unit often focus on teaching children to understand and empathize with others. By working together on group projects and collaborative tasks, children learn the importance of cooperation and mutual support</p> <p>Building Community Awareness: The unit includes activities that connect children with their local communities, helping them understand their role within a larger social context. This can involve community service projects or partnerships with local organizations, reinforcing the idea that we are all interconnected</p> <p>Fostering a Sense of Justice: By teaching children about fairness, equality, and respect for others, the unit helps instill a sense of justice. This aligns with the principle of solidarity, which calls for the pursuit of justice and peace</p> <p>Supporting Diverse Needs: The unit emphasizes the importance of recognizing and addressing the diverse needs of all children. This approach ensures that every child receives the support they need to thrive, reflecting the commitment to the common good</p> |




Catholic Social Teaching in Child Development

| | KS3 | KS4 | KS5 |
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| <p>The dignity of work and the rights of workers</p> <p><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>This subject is not taught at Key Stage 3.</p> | <p>Learners explore roles in childcare and early years education, promoting respect for those who work in these sectors and understanding their rights and responsibilities.</p> | <p>Unit 1: Valuing Educators and Caregivers: The unit highlights the importance of the roles of educators and caregivers in children's development. By emphasizing their crucial contributions, it promotes the dignity of their work and the need for fair treatment and respect</p> <p>Professional Development: Encouraging continuous professional development for those working with children ensures that they can grow in their roles, develop their talents, and achieve personal fulfilment. This aligns with the idea that work should be a setting for personal growth and creativity</p> <p>Safe and Supportive Work Environments: The unit advocates for creating safe and supportive environments for both children and staff. This includes ensuring that educators and caregivers have the resources and support they need to perform their jobs effectively, reflecting the right to a safe work environment</p> <p>Fair Wages and Conditions: By promoting the importance of fair wages and working conditions for those in the childcare and education sectors, the unit supports the principle that workers should receive just compensation for their labour</p> <p>Rights and Advocacy: The unit may also cover the importance of advocating for the rights of workers in the childcare and education sectors, ensuring that their voices are heard and their rights are protected</p> |

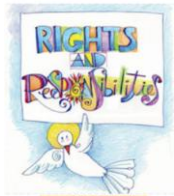


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|---|---|---|---|
| <p>Care for God's creation</p> <p><i>We are called to care for creation as stewards, not just as consumers</i></p>  | <p>This subject is not taught at Key Stage 3.</p> | <p>Through creating child-friendly environments, learners are encouraged to consider sustainability, safety, and respect for the natural world in early years settings.</p> | <p>Unit 1: Environmental Awareness: The unit encourages teaching children about the importance of caring for the environment. This can include activities that highlight the impact of human actions on nature and the importance of sustainable practices</p> <p>Outdoor Learning: Promoting outdoor learning experiences helps children develop a connection with nature. By spending time in natural settings, children learn to appreciate and respect the environment</p> <p>Sustainable Practices: The unit may include lessons on recycling, conserving resources, and other sustainable practices. Teaching children these habits early on fosters a sense of responsibility towards the environment</p> <p>Respect for Living Things: Activities that involve caring for plants and animals can help children understand the interconnectedness of all life and the importance of respecting all living things</p> <p>Community Projects: Involving children in community projects that focus on environmental conservation, such as planting trees or cleaning up local parks, reinforces the idea of stewardship and collective responsibility for God's creation</p> |

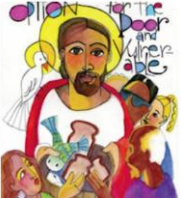


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|---|---|---|---|
| <p>Rights and responsibilities</p> <p>When one person has a right, others have a responsibility to uphold that right</p>  | <p>This subject is not taught at Key Stage 3.</p> | <p>The curriculum covers safeguarding, child protection, and the rights of children to safe, nurturing environments. Learners also reflect on their responsibilities as future carers or educators.</p> | <p>Unit 1: Promoting Children's Rights: The unit emphasizes the importance of recognizing and respecting the rights of children. This includes their right to education, safety, and a nurturing environment, which are essential for their development and well-being</p> <p>Teaching Responsibility: The unit encourages teaching children about their responsibilities towards themselves, others, and their environment. This helps them understand the balance between rights and responsibilities, fostering a sense of accountability and community</p> <p>Creating Safe Environments: Ensuring that children are in safe and supportive environments where their rights are protected is a key focus of the unit. This aligns with the principle that every person has a fundamental right to those things required for human decency</p> <p>Advocacy and Support: The unit may include elements of advocating for the rights of children and supporting families to meet their responsibilities. This ensures that both children and their caregivers are empowered and supported in their roles</p> <p>Inclusive Practices: By promoting inclusive practices, the unit ensures that all children, regardless of their background or abilities, have their rights respected and are given equal opportunities to participate and thrive</p> |



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| <p>Option for the poor and the vulnerable</p> <p><i>To choose to consider the needs of the poorest and most vulnerable people first</i></p>  | <p>This subject is not taught at Key Stage 3.</p> | <p>The course encourages inclusive practices and adapting environments to meet the needs of all children, especially those with additional needs or from disadvantaged backgrounds.</p> | <p>Unit 1: Inclusive Education: The unit promotes inclusive practices that ensure all children, regardless of their socio-economic background or abilities, have access to quality education and support. This helps to level the playing field and provide opportunities for those who might otherwise be marginalized</p> <p>Supporting Vulnerable Families: The unit encourages engaging with and supporting families who may be facing economic or social challenges. By providing resources and assistance, educators can help these families create a stable and nurturing environment for their children</p> <p>Addressing Individual Needs: The unit emphasizes the importance of recognizing and addressing the individual needs of each child. This personalized approach ensures that children who may require additional support receive the attention and resources they need to thrive</p> <p>Community Outreach: Activities that involve community outreach and partnerships with local organizations can help support vulnerable populations. This can include initiatives like food drives, clothing donations, or providing access to community services</p> <p>Teaching Empathy and Compassion: By incorporating lessons that teach children about empathy, compassion, and social justice, the unit helps to foster a sense of responsibility towards helping those in need. This aligns with the principle of prioritizing the poor and vulnerable</p> |