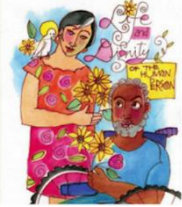


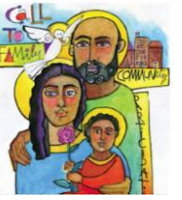


## Catholic Social Teaching in Computing

	KS3	KS4	KS5
<p><b>Life and Dignity of the Human Person</b></p> <p><i>All created in the image and likeness of God</i></p> 	<p><i>Human Dignity</i></p> <ul style="list-style-type: none"><li>• <b>Topics:</b> Cybersecurity, data protection, legal and ethical issues in IT.</li><li>• <b>CST Application:</b> Emphasise the importance of protecting individual rights through secure IT systems, data integrity, and ethical use of technology.</li><li>• <b>Activities:</b> Case studies on data breaches, ethical hacking exercises, and securing personal data.</li></ul>	<p><i>Human Dignity</i></p> <ul style="list-style-type: none"><li>• <b>Topics:</b> Algorithms and programming, ethical implications of automation.</li><li>• <b>CST Application:</b> Discuss how algorithms can affect people's lives, from employment automation to algorithmic bias, and the ethical responsibility of programmers.</li><li>• <b>Activities:</b> Develop ethical programming practices, using case studies of biased algorithms and discussing the consequences of automation.</li></ul>	<p><i>Human Dignity</i></p> <ul style="list-style-type: none"><li>• <b>Topics:</b> Systems development, data security, and compliance.</li><li>• <b>CST Application:</b> Focus on the role of IT in protecting human dignity through privacy, secure data storage, and ethical system design.</li><li>• <b>Activities:</b> Build secure systems considering user privacy, discussing real-world cases of ethical failure in IT.</li></ul>




## Catholic Social Teaching in Computing

	KS3	KS4	KS5
<p><b>Call to family, community and participation</b></p> <p><i>Whatever is needed for each person to flourish</i></p> 	<p><b>Participation</b></p> <ul style="list-style-type: none"><li>• <b>Topics:</b> User interaction, system design.</li><li>• <b>CST Application:</b> Ensure inclusivity in IT design so that systems are usable by all, promoting democratic participation.</li><li>• <b>Activities:</b> Designing systems with user feedback in mind, ensuring inclusivity.</li></ul>	<p><b>Participation</b></p> <ul style="list-style-type: none"><li>• <b>Topics:</b> User-centred design, open-source projects.</li><li>• <b>CST Application:</b> Highlight the role of inclusive design and the contribution of open-source software in promoting global participation.</li><li>• <b>Activities:</b> Develop programs that are accessible and involve diverse user input.</li></ul>	<p><b>Participation</b></p> <ul style="list-style-type: none"><li>• <b>Topics:</b> Project management, stakeholder engagement.</li><li>• <b>CST Application:</b> Involve diverse stakeholders in project development, ensuring that IT solutions are inclusive.</li><li>• <b>Activities:</b> Develop real-world IT projects with user feedback loops, emphasising the importance of stakeholder involvement.</li></ul>

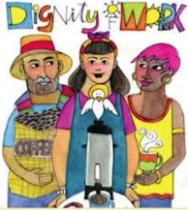


## Catholic Social Teaching in Computing

	KS3	KS4	KS5
<p><b>Solidarity</b></p> <p><i>Not just doing things for other people but acting with them to build a more just world together</i></p> 	<p><b>Solidarity</b></p> <ul style="list-style-type: none"><li>• <b>Topics:</b> Networking and communication technologies.</li><li>• <b>CST Application:</b> Explore how IT connects people globally, reducing inequalities in communication and access.</li><li>• <b>Activities:</b> Research projects on how the internet connects marginalised communities or group projects developing collaborative digital tools.</li></ul>	<p><b>Solidarity</b></p> <ul style="list-style-type: none"><li>• <b>Topics:</b> Global impact of technology, collaboration.</li><li>• <b>CST Application:</b> Teach how technology can bridge global divides, especially in education and healthcare.</li><li>• <b>Activities:</b> Group programming tasks focused on developing global solutions like education platforms or healthcare management tools.</li></ul>	<p><b>Solidarity</b></p> <ul style="list-style-type: none"><li>• <b>Topics:</b> IT service management and support, global IT.</li><li>• <b>CST Application:</b> Teach how IT systems can promote global solidarity by providing support and connectivity to disadvantaged regions.</li><li>• <b>Activities:</b> Projects on designing IT infrastructure for remote or underserved areas.</li></ul>




## Catholic Social Teaching in Computing

	KS3	KS4	KS5
<p><b>The dignity of work and the rights of workers</b></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><b>Human Dignity</b></p> <ul style="list-style-type: none"><li>• <b>Topics:</b> Cybersecurity, data protection, legal and ethical issues in IT.</li><li>• <b>CST Application:</b> Emphasise the importance of protecting individual rights through secure IT systems, data integrity, and ethical use of technology.</li><li>• <b>Activities:</b> Case studies on data breaches, ethical hacking exercises, and securing personal data.</li></ul>	<p><b>Human Dignity</b></p> <ul style="list-style-type: none"><li>• <b>Topics:</b> Algorithms and programming, ethical implications of automation.</li><li>• <b>CST Application:</b> Discuss how algorithms can affect people's lives, from employment automation to algorithmic bias, and the ethical responsibility of programmers.</li><li>• <b>Activities:</b> Develop ethical programming practices, using case studies of biased algorithms and discussing the consequences of automation.</li></ul>	<p><b>Human Dignity</b></p> <ul style="list-style-type: none"><li>• <b>Topics:</b> Systems development, data security, and compliance.</li><li>• <b>CST Application:</b> Focus on the role of IT in protecting human dignity through privacy, secure data storage, and ethical system design.</li><li>• <b>Activities:</b> Build secure systems considering user privacy, discussing real-world cases of ethical failure in IT.</li></ul>

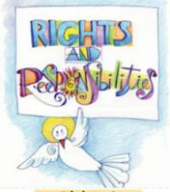


## Catholic Social Teaching in Computing

	KS3	KS4	KS5
<p><b>Care for God's creation</b></p> <p><i>We are called to care for creation as stewards, not just as consumers</i></p> 	<p><b>Care for God's Creation</b></p> <ul style="list-style-type: none"><li>• <b>Topics:</b> Sustainability in IT.</li><li>• <b>CST Application:</b> Analyse the environmental impact of IT hardware and software, encouraging sustainable design and disposal.</li><li>• <b>Activities:</b> Eco-friendly computing projects and discussions on reducing IT-related waste.</li></ul>	<p><b>Care for God's Creation</b></p> <ul style="list-style-type: none"><li>• <b>Topics:</b> Efficient algorithms, low-energy computing.</li><li>• <b>CST Application:</b> Teach students to consider the environmental impact of their code, from energy use to hardware choices.</li><li>• <b>Activities:</b> Optimising code for energy efficiency, researching the environmental footprint of tech giants.</li></ul>	<p><b>Care for God's Creation</b></p> <ul style="list-style-type: none"><li>• <b>Topics:</b> Sustainable IT practices, cloud computing.</li><li>• <b>CST Application:</b> Encourage the use of energy-efficient IT practices, highlighting the environmental cost of large-scale data centre's and cloud services.</li><li>• <b>Activities:</b> Research on green computing and sustainable IT solutions.</li></ul>

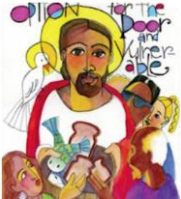


## Catholic Social Teaching in Computing

	KS3	KS4	KS5
<p><b>Rights and responsibilities</b></p> <p>When one person has a right, others have a responsibility to uphold that right</p> 	<p><i>Rights and Responsibilities</i></p> <ul style="list-style-type: none"><li>• <b>Topics:</b> Data protection laws, ethical considerations in IT.</li><li>• <b>CST Application:</b> Encourage responsibility in handling data and respecting privacy, highlighting the ethical role of IT professionals.</li><li>• <b>Activities:</b> Assign tasks that involve ensuring compliance with GDPR or discussing real-world ethical dilemmas in IT.</li></ul>	<p><i>Rights and Responsibilities</i></p> <ul style="list-style-type: none"><li>• <b>Topics:</b> Cybersecurity, ethical hacking.</li><li>• <b>CST Application:</b> Discuss the importance of responsible coding, secure systems, and protecting users' rights.</li><li>• <b>Activities:</b> Ethical hacking simulations or case studies on cybersecurity breaches.</li></ul>	<p><i>Rights and Responsibilities</i></p> <ul style="list-style-type: none"><li>• <b>Topics:</b> Data management, legal and ethical frameworks.</li><li>• <b>CST Application:</b> Focus on the legal and ethical responsibilities of IT professionals, particularly around data security and compliance.</li><li>• <b>Activities:</b> Compliance audits or case studies on legal issues like data breaches and the consequences of unethical IT practices.</li></ul>



## Catholic Social Teaching in Computing

	KS3	KS4	KS5
<p><b>Option for the poor and the vulnerable</b></p> <p><i>To choose to consider the needs of the poorest and most vulnerable people first</i></p> 	<p><b>Option for the Poor and Vulnerable</b></p> <ul style="list-style-type: none"><li>• <b>Topics:</b> Digital accessibility.</li><li>• <b>CST Application:</b> Design IT systems that consider the needs of people with disabilities or those in underdeveloped regions.</li><li>• <b>Activities:</b> Projects that involve creating accessible IT interfaces or improving systems for underprivileged users.</li></ul>	<p><b>Option for the Poor and Vulnerable</b></p> <ul style="list-style-type: none"><li>• <b>Topics:</b> Inclusive design in programming and system architecture.</li><li>• <b>CST Application:</b> Ensure that computer science solutions include considerations for marginalised populations.</li><li>• <b>Activities:</b> Develop programs or apps that address specific needs for disadvantaged groups.</li></ul>	<p><b>Option for the Poor and Vulnerable</b></p> <ul style="list-style-type: none"><li>• <b>Topics:</b> Accessible IT systems, digital equality.</li><li>• <b>CST Application:</b> Focus on creating IT systems that are accessible to all users, including those with disabilities or in low-income settings.</li><li>• <b>Activities:</b> Designing accessible web solutions or apps targeting vulnerable populations.</li></ul>