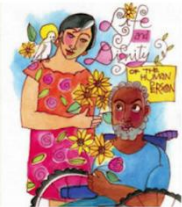





## Catholic Social Teaching in DT

	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>We strive to promote human dignity through user-centred design, respecting individuals' rights and needs in the design of products that ensure accessibility and consider the impact of technology on physical and mental wellbeing. We aim to develop understanding that technology should not dehumanise or exploit vulnerable groups. We encourage students to consider products with the common good in mind, aiming to benefit society and not just a select few, considering the environmental impact and fair labour practices such as Fair Trade</p>	<p>We strive to promote human dignity through user-centred design, respecting individuals' rights and needs in the design of products that ensure accessibility and consider the impact of technology on physical and mental wellbeing. We aim to develop understanding that technology should not dehumanise or exploit vulnerable groups. We encourage students to consider products with the common good in mind, aiming to benefit society and not just a select few, considering the environmental impact and fair labour practices such as Fair Trade</p>	<p>We strive to promote human dignity through user-centred design, respecting individuals' rights and needs in the design of products that ensure accessibility and consider the impact of technology on physical and mental wellbeing. We aim to develop understanding that technology should not dehumanise or exploit vulnerable groups. We encourage students to consider products with the common good in mind, aiming to benefit society and not just a select few, considering the environmental impact and fair labour practices such as Fair Trade</p>

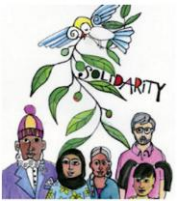


## Catholic Social Teaching in DT

	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>- Wood -Working with in a team</p> <p>Design ideas – theme culture/design movements</p> <p>CAD - 2D design, designing the product</p> <p>Target market – who your product is designed for.</p> <p>Fostering teamwork through group/team design tasks – tasks linked to participation and human dignity. Impacts and risk of modern technology discussed.</p>	<p>Fostering teamwork through group/team design tasks – tasks linked to participation and human dignity. Impacts and risk of modern technology discussed.</p>	<p>Fostering teamwork through group/team design tasks – tasks linked to participation and human dignity. Impacts and risk of modern technology discussed.</p>

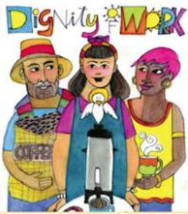


## Catholic Social Teaching in DT

	<b>KS3</b>	<b>KS4</b>	<b>KS5</b>
<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>The principle of solidarity is considered in Design and Technology when students design products to not only serve individual needs, but should also aim to reduce inequalities and promote social inclusion and address global challenges like climate change. When students involve clients in their design challenges, the principle of solidarity is applied, as involving users in the design process ensures communities and local contexts can shape technology and be more responsive to different needs.</p>	<p>The principle of solidarity is considered in Design and Technology when students design products to not only serve individual needs, but should also aim to reduce inequalities and promote social inclusion and address global challenges like climate change. When students involve clients in their design challenges, the principle of solidarity is applied, as involving users in the design process ensures communities and local contexts can shape technology and be more responsive to different needs.</p>	<p>The principle of solidarity is considered in Design and Technology when students design products to not only serve individual needs, but should also aim to reduce inequalities and promote social inclusion and address global challenges like climate change. When students involve clients in their design challenges, the principle of solidarity is applied, as involving users in the design process ensures communities and local contexts can shape technology and be more responsive to different needs.</p>




## Catholic Social Teaching in DT

	<b>KS3</b>	<b>KS4</b>	<b>KS5</b>
<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>Introduction to the workshop, Health and Safety</p> <p>Technical processes and safety when manufacturing with plastic</p> <p>Technical processes and safety when manufacturing with wood</p> <p>Technical processes and safety when manufacturing with metal</p> <p>Costings of products analysed, profit against wages discussed.</p> <p>Virtuous behaviours are developed as students reflect on their own design work or grow in confidence as they take a risk and go their own way in their design thinking. They show courage, determination and resilience as they follow the process of developing iterations of their work to achieve the best outcome. They demonstrate responsibility, self-control and consideration for others, sharing resources as they work through practical tasks ensuring safety for themselves and others. They respond to the need for kindness and compassion when talking about their design ideas with others.</p>	<ul style="list-style-type: none"> <li>- assessing potential risks</li> <li>- deciding what control measures are necessary</li> <li>- identifying personal protective equipment (PPE) needed for specific tasks.</li> </ul> <p>Costings of products analysed, profit against wages discussed.</p> <p>Virtuous behaviours are developed as students reflect on their own design work or grow in confidence as they take a risk and go their own way in their design thinking. They show courage, determination and resilience as they follow the process of developing iterations of their work to achieve the best outcome. They demonstrate responsibility, self-control and consideration for others, sharing resources as they work through practical tasks ensuring safety for themselves and others. They respond to the need for kindness and compassion when talking about their design ideas with others.</p>	<p>Costings of products analysed, profit against wages discussed</p> <p>Virtuous behaviours are developed as students reflect on their own design work or grow in confidence as they take a risk and go their own way in their design thinking. They show courage, determination and resilience as they follow the process of developing iterations of their work to achieve the best outcome. They demonstrate responsibility, self-control and consideration for others, sharing resources as they work through practical tasks ensuring safety for themselves and others. They respond to the need for kindness and compassion when talking about their design ideas with others.</p>

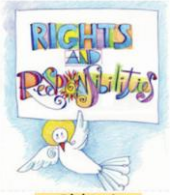


## Catholic Social Teaching in DT

	<b>KS3</b>	<b>KS4</b>	<b>KS5</b>
<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>Investigation into categories of plastic, properties/ characteristics. Study impact of using different materials. Use of recycling products.</p> <p>Recyclable material involved in research tasks, sustainability discussed when designing and making products – all key stages.</p> <p>Stewardship underpins learning in Design and Technology, we endeavour to develop student's understanding of the environmental and social impact of products and apply the principles of sustainable design in their design thinking.</p> <p>Incorporating Catholic Social Teaching into Design and Technology helps ensure that the design and development of products leads to a more just, humane, and sustainable world. It challenges students to think as well as focusing them on the real human and environmental impact of their work.</p>	<p><b>6 R's minimise damage to the environment</b> <b>Design sustainable products with low carbon footprint.</b></p> <p>Recyclable material involved in research tasks, sustainability discussed when designing and making products – all key stages.</p> <p>Stewardship underpins learning in Design and Technology, we endeavour to develop student's understanding of the environmental and social impact of products and apply the principles of sustainable design in their design thinking. Incorporating Catholic Social Teaching into Design and Technology helps ensure that the design and development of products leads to a more just, humane, and sustainable world. It challenges students to think as well as focusing them on the real human and environmental impact of their work.</p>	<p><b>/6 R's minimise damage to the environment</b> <b>Design sustainable products</b></p> <p>Recyclable material involved in research tasks, sustainability discussed when designing and making products – all key stages.</p> <p>Stewardship underpins learning in Design and Technology, we endeavour to develop student's understanding of the environmental and social impact of products and apply the principles of sustainable design in their design thinking.</p> <p>Incorporating Catholic Social Teaching into Design and Technology helps ensure that the design and development of products leads to a more just, humane, and sustainable world. It challenges students to think as well as focusing them on the real human and environmental impact of their work.</p>

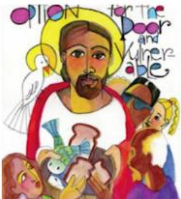


## Catholic Social Teaching in DT

	<b>KS3</b>	<b>KS4</b>	<b>KS5</b>
<p><b>Rights and responsibilities</b></p> <p>When one person has a right, others have a responsibility to uphold that right</p> 	<p>H&amp;S – rights to have a safe working environment.</p> <p>Study reasons for and individual responsibility for safe practises and rules in the workshop.</p> <p>Students are encouraged to demonstrate responsibility, self-control and consideration for others, sharing resources as they work through practical tasks ensuring safety for themselves and others. They respond to the need for kindness and compassion when talking about their design ideas with others.</p>	<p>H&amp;S – rights to have a safe working environment.</p> <p>Study reasons for and individual responsibility for safe practises and rules in the workshop.</p> <p>Students are encouraged to demonstrate responsibility, self-control and consideration for others, sharing resources as they work through practical tasks ensuring safety for themselves and others. They respond to the need for kindness and compassion when talking about their design ideas with others.</p>	<p>H&amp;S – rights to have a safe working environment.</p> <p>Study reasons for and individual responsibility for safe practises and rules in the workshop.</p> <p>Students are encouraged to demonstrate responsibility, self-control and consideration for others, sharing resources as they work through practical tasks ensuring safety for themselves and others. They respond to the need for kindness and compassion when talking about their design ideas with others.</p>



## Catholic Social Teaching in DT

	<b>KS3</b>	<b>KS4</b>	<b>KS5</b>
<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>Design to benefit poor and vulnerable within the community</p> <p>Consideration of pricing costs when designing a product – market audiences.</p> <p>Students may be given the opportunities to consider how design can address the needs of the poorest and most vulnerable, for example, creating low cost or low-tech solutions to improve barriers to education, health, clean water in low-income communities</p>	<p>Design to benefit poor and vulnerable within the community.</p> <p>Consideration of pricing costs when designing a product – market audiences.</p> <p>Students may be given the opportunities to consider how design can address the needs of the poorest and most vulnerable, for example, creating low cost or low-tech solutions to improve barriers to education, health, clean water in low-income communities</p>	<p>Design to benefit poor and vulnerable within the community.</p> <p>Consideration of pricing costs when designing a product – market audiences.</p> <p>Students may be given the opportunities to consider how design can address the needs of the poorest and most vulnerable, for example, creating low cost or low-tech solutions to improve barriers to education, health, clean water in low-income communities</p>