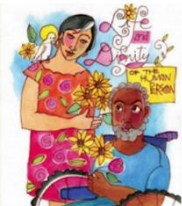





Catholic Social Teaching in English

	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>Year 7: Autobiography writing: students sharing their experiences and qualities.</p> <p>Year 8 - The Art of Rhetoric – focuses on speeches delivered from people all over the world (range of different backgrounds).</p>	<p>Year 10 – An Inspector Calls – the mistreatment of Eva. She was not respected by a range of people in the play, teaches students the importance of respect.</p> <p>Year 9 - 1. The sanctity of the human person vs. Jekyll’s hubris</p> <p>Every human being is created in God’s image and deserves respect. Dr. Jekyll’s experiments undermine this principle as he seeks to separate his “good” and “evil” natures, treating his humanity as a scientific subject rather than a sacred whole.</p> <p>Year 11 English Language:</p> <p>Sources relating to individual experience.</p>	<p>Year 12 English Language A Level:</p> <p>Module on Social Groups within the Language Diversity component. Discussion around linguistic identity and how identity is constructed. The discussion centres around the importance of recognising distinct identities and not placing value judgments around a particular identity.</p>

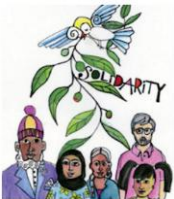


Catholic Social Teaching in English

	KS3	KS4	KS5
<p>Call to family, community and participation</p> <p><i>Whatever is needed for each person to flourish</i></p> 	<p><u>Year 7: Rhetoric.</u></p> <p>Students encouraged to develop their speech writing to persuade audiences to participate in enriching activities and charitable fundraising.</p> <p><u>Year 8: Sunflower poetry</u></p> <p>Students encouraged to express thought and feeling towards lived experiences of shared community and stewardship.</p>	<p>Year 10: A Christmas Carol context revision. Themes of social responsibility.</p> <p>Year 10: A Christmas Carol explores the themes of family and generosity.</p> <p>Year 9:</p> <ul style="list-style-type: none">• Jekyll deliberately isolates himself, both physically and emotionally, from society and his close friends, including Utterson and Lanyon.• This withdrawal undermines the support that family and community offer, leading to Jekyll's moral and psychological downfall. <p>Year 11 English Language:</p> <p>Sources relating to the wider impact we all play in society.</p>	<p>Term 2 - Year 12 English Literature: 'The Little Stranger' (Gothic fiction) - discussion about marriage and how the author presents the importance of valuing marriage as a central social institution. Discussion on gender norms and the roles of each partner in marriage.</p>



Catholic Social Teaching in English

	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>Year 8: Refugee Boy – themes of social justice and community.</p> <p><u>Year 7: Cultured Poetry</u></p> <p>Reflective of cultural day – anthology of poems which promote diversity, solidarity, community and inclusion.</p>	<p>Year 9: Hyde’s Harmful Impact on the Vulnerable</p> <ul style="list-style-type: none">• Solidarity calls for a commitment to the good of all, especially the vulnerable. Hyde’s actions, enabled by Jekyll’s choices, harm the innocent and marginalized:<ul style="list-style-type: none">○ Hyde tramples a young girl and pays off her family, showing disregard for the shared dignity and care that solidarity demands.○ The murder of Sir Danvers Carew disrupts the social fabric, demonstrating how Jekyll’s personal indulgences lead to violence that	<p>Year 13: English Literature - ‘A Streetcar Named Desire’</p> <p>Tragic hero Blanche DuBois and the decision other characters make at the end of the play to exclude her from society. The discussion centres around who was marginalised in Tennessee Williams’ American Post-WW2 world and what he suggests as potential solutions for the marginalisation of minority groups.</p>




Catholic Social Teaching in English

		fractures the community. Year 11 English Language: Sources relating to solidarity and coming together as one.	
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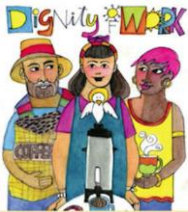


Catholic Social Teaching in English

	KS3	KS4	KS5
<p>Call to family, community and participation</p> <p><i>People have a right and duty to take part in shaping a more just and human society</i></p> 	<p><u>Year 7: Rhetoric.</u></p> <p>Students encouraged to develop their speech writing to persuade audiences to participate in enriching activities and charitable fundraising.</p> <p><u>Year 8: Romeo and Juliet</u></p> <p>Students exploring themes of family, society and honour.</p>	<p><u>Year 9: Anthology Poetry</u></p> <p>Students exploring Power and Conflict poetry which honours call to community and participation.</p> <p><u>Year 10: An Inspector Calls</u></p> <p>Students explore the exploitation of the lower working classes and how social responsibility amongst the wider community.</p> <p>Year 11 English Language:</p> <p>Sources relating to participating as a member of a global society.</p>	<p><u>Year 12 English Literature – Modern Poetry</u></p> <p>In studying 'Giuseppe', a poem referencing the Holocaust and fascism, students discuss the 'call to arms' suggested in the poem about collective responsibility to build a more just world. The community depicted in the poem shuns a 'mermaid' woman, eating her flesh and ignoring her pain, and the poem's message is about a new generation needing to shape a more just society.</p>




Catholic Social Teaching in English

	KS3	KS4	KS5
<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><u>Year 7: Shakespeare's Greatest Hits</u></p> <p>Exploration of themes including freedom and gender.</p> <p>Year 8: Romeo and Juliet</p> <p>Exploration of themes including gender and freedom.</p> <p>Understanding of Jacobean society and how this contrasts today's society.</p>	<p>Year 10: Spoken language – oracy centred on careers and employability.</p> <p>Year 10: An Inspector Calls – the rights of the working class, mistreatment of Eva in the workplace, ideas about unions/workers' rights</p> <p><u>Year 9: Anthology Poetry</u></p> <p>Students exploring Power and Conflict poetry which honours human experience and rights: Tissue, The Emigree etc.</p> <p>Year 11 English Language:</p> <p>Sources relating to working conditions for humans and how work is perceived around the world.</p>	<p>English Literature:</p> <p>The Little Stranger – context discussion of working conditions in post-war England and the changes in class and social status that inform our understanding of the novel</p>

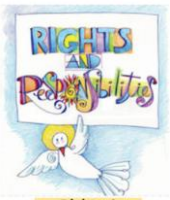


Catholic Social Teaching in English

	KS3	KS4	KS5
<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>Year 8 Gothic, Frankenstein – how Victor rejects his creation leading to him become a monster. Victor doesn't look after his creation, running away from him.</p> <p>Year 7 Myths and Legends – the story of Greed / the flood – God sent a flood to rid the world of evil people and selfishness, then two humans chosen to then rebuild and care for the earth / nurture a good/prosperous/ kind world.</p>	<p>Year 11 English Language Paper 2: Study of non-fiction texts that allow for reading based on our role as global citizens. Review of writer's viewpoints that</p> <p>Year 10 – Unseen Poetry.</p> <p>Stewardship in action, poems related to individual experience.</p> <p>Year 9: An Inspector Calls.</p> <p>Themes of social responsibility and care for the wider world.</p>	<p>Year 12 English Literature – Modern Poetry</p> <p>In the poem 'History', students discuss the aftermath of 9/11 (the poem's theme) and the ability shown by a little child in the poem to focus on the physical environment, and not simply the abstract worry about the future. The poem juxtaposes care and curiosity for the immediate environment and the abstract panic and passivity demonstrated by the parents.</p>

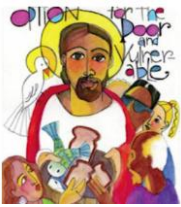


Catholic Social Teaching in English

	KS3	KS4	KS5
<p>Rights and responsibilities</p> <p>When one person has a right, others have a responsibility to uphold that right</p> 	<p><u>Year 7: Rhetoric.</u> Students encouraged to develop their speech writing to persuade audiences to participate in enriching activities and charitable fundraising.</p> <p><u>Year 8: Romeo and Juliet</u> Students exploring themes of family, society and honour.</p>	<p><u>Year 9: Anthology Poetry</u> Students exploring Power and Conflict poetry which honours call to community and participation.</p> <p><u>Year 10: An Inspector Calls</u> Students explore the exploitation of the lower working classes and how social responsibility amongst the wider community.</p> <p>Year 11 English Language: Sources relating to human rights and responsibilities.</p>	<p><u>Year 12 English Literature – Modern Poetry</u> In studying 'Giuseppe', a poem referencing the Holocaust and fascism, students discuss the 'call to arms' suggested in the poem about collective responsibility to build a more just world. The community depicted in the poem shuns a 'mermaid' woman, eating her flesh and ignoring her pain, and the poem's message is about a new generation needing to shape a more just society.</p>



Catholic Social Teaching in English

	KS3	KS4	KS5
<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>Year 7 – Fairy tales: Hansel and Gretel – the story ends with them helping / giving food to their stepmother (when she was poor and destitute) despite her being unkind to them earlier in the story.</p> <p>Year 8 – Refugee Boy: Consider how we adopt empathy towards refugees from around the world.</p> <p>Developing our oracy as a way of actively discussing what the problems are and how we can help.</p>	<p>Year 10 – A Christmas carol- explores the theme of charity and helping others.</p> <p>Year 9: Anthology Poetry – The Émigree explored themes of displacement, unsettlement and individual experience.</p> <p>Year 11: English Language – sources related to those living in poverty comparing sources from modern day Britain to Victorian England.</p>	<p>Year 12 – Modern Poetry In the poem 'The Lammas Hireling', students study a dramatic monologue by a rich farmer who abuses and exploits a young farm worker. We discuss the boy's lack of power and his vulnerable position, highlighting the importance the poet places on considering the needs of the poorest and most vulnerable first.</p>