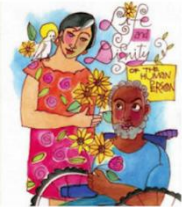




## Catholic Social Teaching in Health and Social Care

	<b>KS3</b>	<b>KS4</b>	<b>KS5</b>
<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>This subject is not taught at Key Stage 3.</p>	<p>The health and social care sector focuses on promoting the dignity and well-being of every individual, as seen in the emphasis on <b>person-centred care</b> and <b>respect for individuals' rights</b> in Component 2.</p> <p><b>Example:</b> A health care worker ensuring a patient's autonomy in medical decisions upholds this principle by treating the person with inherent dignity. The focus on the <b>PIES (Physical, Intellectual, Emotional, Social) development</b> in Component 1 aligns with respecting and promoting the holistic development of every individual.</p> <p><b>Example:</b> A care worker supporting a child with special educational needs by tailoring learning strategies based on the child's developmental stage reflects a commitment to the dignity of the human person.</p>	<p>The concept of respecting the intrinsic worth of every individual aligns with Unit 2: <i>Working in Health and Social Care</i>, which emphasizes safeguarding and promoting the rights and dignity of service users.</p> <p><b>Example:</b> Practicing person-centred care that respects cultural and religious beliefs, such as dietary needs in hospitals or care homes.</p> <p>Unit 1: Human Lifespan Development, covering how life stages and health care needs evolve (e.g., promoting health and well-being in early childhood to later adulthood) .</p> <p><b>Example:</b> Respecting a person's dignity during caregiving, such as providing compassionate end-of-life care, aligns with CST's call to uphold the sanctity of life.</p> <p><b><u>Unit 5 – Meeting Individual Needs</u></b></p> <p>This links to life and dignity of the human being as we look at:</p> <p style="padding-left: 40px;"><b>Respect for individual dignity</b> which emphasises treating each person with respect and dignity, recognising their unique needs and circumstances.</p>




## Catholic Social Teaching in Health and Social Care

			<p><b>Equality and Non-Discrimination</b> which looks at promoting equality and non-discriminatory practices and ensuring fair and just treatment for everyone.</p> <p><b>Holistic Care</b> looks at encouraging a holistic approach to care, considering physical, emotional, social, and spiritual needs.</p> <p><b>Advocacy for the Vulnerable</b> stresses the importance of advocating for and supporting the most vulnerable members of society, ensuring their needs are met with compassion and justice.</p> <p>Thinks links with the Catholic teaching as it increases the students' awareness of how it strives to create a caring and just society where every individual's dignity is upheld.</p>
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## Catholic Social Teaching in Health and Social Care

	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>This subject is not taught at Key Stage 3.</p>	<p>The curriculum highlights the role of community and multi-disciplinary teamwork in supporting individuals through challenges, as seen in the focus on <b>family and community-based support networks</b> in Component 1.</p> <p><b>Example:</b> Encouraging community clinics and family involvement in care plans for elderly patients illustrates this connection.</p> <p>Component 2 emphasizes <b>multi-agency and multi-disciplinary approaches</b> to care, advocating for family and community involvement.</p> <p><b>Example:</b> A social worker organizing a family meeting to discuss care plans for a terminally ill patient ensures the family's participation in decision-making.</p>	<p>Unit 8: <i>Promoting Public Health</i> encourages collaborative approaches to health promotion, emphasizing the role of communities.</p> <p><b>Example:</b> Initiating community health workshops to involve local populations in improving public health outcomes, such as vaccination drives or mental health awareness campaigns.</p> <p>Unit 5: Meeting Individual Care and Support Needs emphasizes the importance of involving families and communities in care plans.</p> <p><b>Example:</b> Organizing family-inclusive health interventions, such as dementia care plans, reflects this pillar by fostering community bonds and shared responsibilities.</p> <p><b><u>Unit 5 – Meeting Individual Needs</u></b></p> <p>This links to call to family, community and participation as we look at understanding and supporting the needs of individuals within the context of their families. It encourages building strong relationships and networks within the community to provide comprehensive care and support. It also focuses on meeting individual</p>

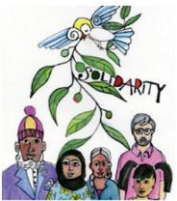


## Catholic Social Teaching in Health and Social Care

			<p>needs to contribute to the overall well-being of the community as well as encourages caregivers and support workers to actively engage with individuals and their families, promoting participation and collaboration.</p> <p>This links with the Catholic teaching as it increases students' knowledge and emphasizes the importance of family and community as central social institutions. It highlights the need for individuals to actively participate in society to promote the common good and well-being of all, especially the poor and vulnerable.</p>
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## Catholic Social Teaching in Health and Social Care

	<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>This subject is not taught at Key Stage 3.</p>	<p>Encouraging collaboration among <b>multi-disciplinary teams</b> and fostering a supportive culture for patients and workers alike (Component 2) reflect solidarity.</p> <p><b>Example:</b> A coordinated effort between doctors, social workers, and community organizations to provide holistic care for patients.</p> <p><b>Example:</b> A joint initiative between local churches and social services to provide support for the elderly during the winter months showcases solidarity in action.</p>	<p>Encouraging multidisciplinary teamwork and partnerships in care reflects CST’s call for unity and collective action for the common good.</p> <p><b>Example:</b> Collaborative efforts between healthcare professionals, social workers, and community leaders to address public health issues like obesity demonstrate this value in action.</p> <p>Unit 5 highlights multidisciplinary teamwork in creating holistic care plans.</p> <p><b>Example:</b> Health care professionals working collaboratively across disciplines to support a patient's recovery process reflects CST's emphasis on unity and collective responsibility.</p> <p><b><u>Unit 5 – Meeting Individual Needs</u></b></p> <p>This links to solidarity as it highlights the importance of understanding and addressing individual needs within the broader context of communities and society. It also emphasises providing care and support to those most in need, reflecting the call to stand in solidarity with the poor and vulnerable. It also encourages building strong, supportive relationships within communities,</p>

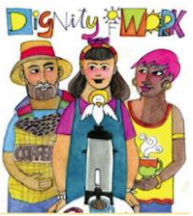


## Catholic Social Teaching in Health and Social Care

			<p>fostering a sense of belonging and mutual support.</p> <p>This links in with the Catholic social teaching as it emphasises the importance of recognising that we are all part of one human family and that we have a responsibility to support and care for one another. The main principle also calls for justice, peace, and the common good, especially for the most vulnerable members of society.</p>
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## Catholic Social Teaching in Health and Social Care

	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>This subject is not taught at Key Stage 3.</p>	<p>The values of <b>compassion, competence, and commitment</b> (6 Cs, Component 2) underline the dignity and professionalism expected of health and social care workers.</p> <p><b>Example:</b> A focus on professional training and ethical practice ensures that workers' contributions are valued and respected.</p> <p><b>Example:</b> A workplace policy ensuring equal pay and advancement opportunities for male and female healthcare workers, emphasizing fairness and the dignity of all employees.</p>	<p>Units addressing workforce dynamics in healthcare, such as promoting ethical practices among staff (Unit 2), align with the CST pillar of dignifying work.</p> <p><b>Example:</b> Ensuring fair wages and safe working conditions for caregivers in residential facilities, emphasizing their value and rights.</p> <p>Unit 2 discusses the responsibilities of organizations to ensure safe working conditions and professional development for staff.</p> <p><b>Example:</b> A care home offering continuing professional development (CPD) to its staff while adhering to safe practices mirrors CST's focus on worker dignity and rights.</p>

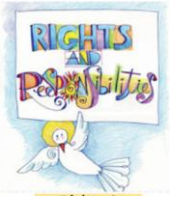


## Catholic Social Teaching in Health and Social Care

	<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>This subject is not taught at Key Stage 3.</p>	<p>Skills like problem-solving and attributes like empathy are integral to health and social care. CST promotes compassion and care, mirroring the "6 Cs" of health and social care (care, compassion, competence, communication, courage, and commitment) as a foundation for ethical caregiving.</p> <p><b>Example:</b> A care provider may integrate CST values by advocating for a greener healthcare environment, ensuring facilities promote sustainability, and maintaining ethical relationships with nature and patients.</p>	<p>Unit 8: <i>Promoting Public Health</i> and Unit 4: <i>Enquiries into Current Research in Health and Social Care</i> encourage addressing environmental factors impacting health.</p> <p><b>Example:</b> Promoting sustainable healthcare practices, such as reducing medical waste and using renewable energy in care facilities, to mitigate environmental health risks.</p> <p>Unit 5 involves understanding holistic care, which can include advocating for sustainable living practices that positively affect both clients and the broader environment.</p> <p><b>Example:</b> Care workers could encourage clients to adopt eco-friendly practices, like reducing waste or engaging in community gardening, promoting both physical activity and environmental stewardship.</p>

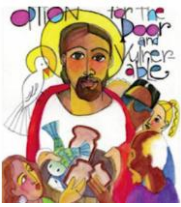


## Catholic Social Teaching in Health and Social Care

	<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>This subject is not taught at Key Stage 3.</p>	<p>The focus on <b>overcoming barriers to access</b> in health and social care (Component 2) reflects the balance of individuals' rights to care and societal responsibility to provide equitable services.</p> <p><b>Example:</b> Advocating for accessible healthcare for people with disabilities demonstrates a commitment to fulfilling both rights and responsibilities.</p> <p><b>Example:</b> A health care centre introducing <b>translation services</b> for individuals with limited English proficiency ensures their right to understanding medical advice while fulfilling a societal responsibility to provide equitable care.</p>	<p>Unit 5: <i>Meeting Individual Care and Support Needs</i> highlights empowering individuals to make informed decisions about their care.</p> <p><b>Example:</b> Supporting a patient's right to refuse certain treatments while ensuring they are informed of the implications.</p>



## Catholic Social Teaching in Health and Social Care

	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>This subject is not taught at Key Stage 3.</p>	<p>The curriculum's emphasis on supporting vulnerable groups, such as those with disabilities or economic challenges (Components 1 and 2), mirrors this Catholic principle.</p> <p><b>Example:</b> Providing financial aid programs or community transport schemes to ensure care accessibility for low-income families exemplifies this option.</p> <p>Component 2 highlights <b>financial barriers</b> and methods to overcome them, such as <b>NHS Low Income Schemes</b>.</p> <p><b>Example:</b> Establishing outreach clinics in economically deprived areas ensures that vulnerable populations receive essential medical services.</p>	<p>Unit 7: <i>Principles of Safe Practice in Health and Social Care</i> focuses on anti-discriminatory practices and ensuring safety for the most vulnerable.</p> <p><b>Example:</b> Providing accessible healthcare services for economically disadvantaged groups or addressing barriers such as transportation to clinics.</p>