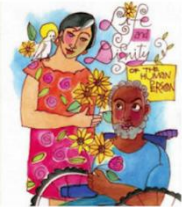




## Catholic Social Teaching in MFL

	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>The MFL curriculum links closely to Life and Dignity of the human person as many cultural aspects are being explored from KS3 throughout KS5. Some examples that apply to all Key Stages are:</p> <p>1. Respect for Other Cultures and Peoples</p> <ul style="list-style-type: none"><li>• Studying a foreign language naturally involves learning about different cultures, traditions, and ways of life.</li><li>• If every human is made in God's image, then every culture and language deserves respect and appreciation — because the people who speak those languages are equally valuable.</li><li>• Students can be encouraged to approach new languages and cultures with an attitude of dignity, curiosity, and respect, rather than judgment.</li></ul> <p>2. Inclusion and Diversity</p> <ul style="list-style-type: none"><li>• The image of God idea supports the value of diverse human experiences.</li><li>• The MFL curriculum often discusses different communities around the world; this aligns with Christian teaching that every community has worth.</li></ul>	<p>The MFL curriculum links closely to Life and Dignity of the human person as many cultural aspects are being explored from KS3 throughout KS5. Some examples that apply to all Key Stages are:</p> <p>1. Respect for Other Cultures and Peoples</p> <ul style="list-style-type: none"><li>• Studying a foreign language naturally involves learning about different cultures, traditions, and ways of life.</li><li>• If every human is made in God's image, then every culture and language deserves respect and appreciation — because the people who speak those languages are equally valuable.</li><li>• Students can be encouraged to approach new languages and cultures with an attitude of dignity, curiosity, and respect, rather than judgment.</li></ul>	<p>The MFL curriculum links closely to Life and Dignity of the human person as many cultural aspects are being explored from KS3 throughout KS5. Some examples that apply to all Key Stages are:</p> <p>1. Respect for Other Cultures and Peoples</p> <ul style="list-style-type: none"><li>• Studying a foreign language naturally involves learning about different cultures, traditions, and ways of life.</li><li>• If every human is made in God's image, then every culture and language deserves respect and appreciation — because the people who speak those languages are equally valuable.</li><li>• Students can be encouraged to approach new languages and cultures with an attitude of dignity, curiosity, and respect, rather than judgment.</li></ul>



## Catholic Social Teaching in MFL

	<ul style="list-style-type: none"><li>• It can encourage empathy for immigrants, refugees, and speakers of minority languages — real-world issues often discussed in GCSE themes like "Global Issues" and "International and Global Dimension."</li></ul> <p>3. Communication and Building Bridges</p> <ul style="list-style-type: none"><li>• Language learning is about building bridges between people.</li><li>• Being made in the image of God includes the gift of communication and relationship — learning languages is a way of living out that relational nature.</li><li>• Students could reflect on how learning another's language is a sign of respect for their dignity.</li></ul>	<p>2. Inclusion and Diversity</p> <ul style="list-style-type: none"><li>• The image of God idea supports the value of diverse human experiences.</li><li>• The MFL curriculum often discusses different communities around the world; this aligns with Christian teaching that every community has worth.</li><li>• It can encourage empathy for immigrants, refugees, and speakers of minority languages — real-world issues often discussed in GCSE themes like "Global Issues" and "International and Global Dimension."</li></ul> <p>3. Communication and Building Bridges</p> <ul style="list-style-type: none"><li>• Language learning is about building bridges between people.</li><li>• Being made in the image of God includes the gift of communication and relationship — learning languages is a way of living out that relational nature.</li></ul>	<p>2. Inclusion and Diversity</p> <ul style="list-style-type: none"><li>• The image of God idea supports the value of diverse human experiences.</li><li>• The MFL curriculum often discusses different communities around the world; this aligns with Christian teaching that every community has worth.</li><li>• It can encourage empathy for immigrants, refugees, and speakers of minority languages — real-world issues often discussed in GCSE themes like "Global Issues" and "International and Global Dimension."</li></ul> <p>3. Communication and Building Bridges</p> <ul style="list-style-type: none"><li>• Language learning is about building bridges between people.</li><li>• Being made in the image of God includes the gift of communication and relationship — learning languages is a way of living out that relational nature.</li></ul>
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## Catholic Social Teaching in MFL

		<ul style="list-style-type: none"><li>• Students could reflect on how learning another's language is a sign of respect for their dignity.</li></ul> <p>4. Moral and Ethical Discussions</p> <ul style="list-style-type: none"><li>• GCSE MFL courses often touch on themes like human rights, equality, and social justice.</li><li>• Teachers can link these discussions back to the belief in the inherent worth of every human, encouraging students to consider ethical issues globally (for example, access to education, fair work conditions).</li></ul>	<ul style="list-style-type: none"><li>• Students could reflect on how learning another's language is a sign of respect for their dignity.</li></ul> <p>4. Moral and Ethical Discussions</p> <ul style="list-style-type: none"><li>• A Level MFL courses often touch on themes like human rights, equality, and social justice.</li><li>• Teachers can link these discussions back to the belief in the inherent worth of every human, encouraging students to consider ethical issues globally (for example, access to education, fair work conditions).</li></ul>
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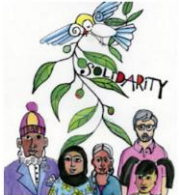


## Catholic Social Teaching in MFL

	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>Students are taught the names of family members in Spanish and French in Y7 and then learn how to develop their language by also describing the relationships with said family members in more details in Y9 all throughout to Y11.</p>	<p>Some areas of the MFL curriculum explore positive and negative relationships with family and friends. Students learn about what actions to follow in order to be a good friend, person and citizen of the wider community.</p>	<p>Students learn to identify and talk about the different types of families, nuclear, extended, reconstituted (blended), cohabiting, lone-parent, and single-sex families...</p>




## Catholic Social Teaching in MFL

	<b>KS3</b>	<b>KS4</b>	<b>KS5</b>
<p>Solidarity</p> <p>Not just doing things for other people but acting with them to build a more just world together</p> 	<p>Students learn about social and global issues looking at volunteering.</p>	<p>Students explore the theme of poverty, homelessness and inequality, as well as volunteering and what one can do to help those in need.</p>	<p>A topic in A-Level Spanish that links to solidarity is Immigration and asylum. This topic explores the challenges faced by immigrants, refugees, and asylum seekers, touching on issues of human rights, social inclusion, and the solidarity of different communities and countries in providing support.</p> <p>Another related topic is poverty and inequality, where the focus could be on solidarity in combating social inequality and helping those living in poverty through charitable organizations, international aid, and social programs.</p>



## Catholic Social Teaching in MFL

	KS3	KS4	KS5
<p>Call to family, community and participation</p> <p>People have a right and duty to take part in shaping a more just and human society</p> 	<p>A topic in both KS3 and GCSE Spanish that links to "call to family, community, and participation" is Family and friends. This theme explores the importance of relationships, social interactions, and the role of family and community in supporting individuals. Key aspects include:</p> <p>Family – Discussing different family roles, and the importance of family support.</p> <p>Friends – Talking about friendships, the role of friends in one’s life, and how friendships help in building a sense of belonging and support.</p> <p>Family activities – Exploring shared activities within families, such as meals, celebrations, and traditions.</p> <p>The importance of community – Exploring how communities offer support through local initiatives, neighbourhood events, and collective efforts.</p> <p>Social participation – Discussing ways individuals can engage with their communities through volunteering, local events, or helping others in need.</p> <p>This topic can lead to conversations about cultural differences in family structures and</p>	<p>A topic in both KS3 and GCSE Spanish that links to "call to family, community, and participation" is Family and friends. This theme explores the importance of relationships, social interactions, and the role of family and community in supporting individuals. Key aspects include:</p> <p>Family – Discussing di family roles, and the importance of family support.</p> <p>Friends – Talking about friendships, the role of friends in one’s life, and how friendships help in building a sense of belonging and support.</p> <p>Family activities – Exploring shared activities within families, such as meals, celebrations, and traditions.</p> <p>The importance of community – Exploring how communities offer support through local initiatives, neighbourhood events, and collective efforts.</p>	<p>A topic in A-Level Spanish that links to "call to family, community, and participation" is Family and communities. This topic explores the role of family and community in society, as well as the importance of social participation and solidarity. Key aspects might include:</p> <p>Family structure – Discussing the traditional and modern family structures in Spanish-speaking countries, including nuclear families, extended families, and changes in family roles.</p> <p>The role of family in society – Exploring the importance of family values, support networks, and caregiving roles within families.</p> <p>The importance of community– Examining how communities support individuals through social networks, cultural traditions, and local initiatives.</p> <p>Civic and social participation – Focusing on how individuals and families can engage in their communities through volunteer work, activism, and political participation. This could include topics like</p>

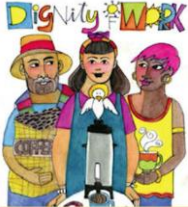


## Catholic Social Teaching in MFL

	<p>values in Spanish-speaking countries, as well as how family and community play a role in shaping personal identity and social responsibility.</p>	<p>Social participation – Discussing ways individuals can engage with their communities through volunteering, local events, or helping others in need.</p> <p>This topic can lead to conversations about cultural differences in family structures and values in Spanish-speaking countries, as well as how family and community play a role in shaping personal identity and social responsibility.</p>	<p>voting, community service, and collective action.</p> <p>This topic provides an opportunity to discuss the values of solidarity, community support, and the importance of working together for the common good in Spanish-speaking societies. It can also highlight the challenges families face and how communities and individuals can work together to address social issues.</p>
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## Catholic Social Teaching in MFL

	<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>Students learn the different types of professions and talk about what their future aspirations would be.</p>	<p>A topic in GCSE that links to the dignity of work and the rights of workers is Workers' rights. This topic often covers issues such as:</p> <p>Working conditions – Discussing fair pay, safe working environments, working hours, and benefits.</p> <p>Equality in the workplace – Focusing on gender equality, equal pay, and non-discrimination at work.</p> <p>The right to a fair wage – Examining fair wages, the importance of a living wage, and the fight against exploitation.</p> <p>The right to strike – Discussing workers' ability to protest for better conditions, such as the right to organize and strike.</p> <p>This topic is useful for discussing how workers should be treated with respect and dignity, the importance of laws protecting their rights, and the role of unions in defending these rights. It also provides an opportunity to explore how workers' rights differ in various Spanish-speaking countries.</p>	<p>A topic in A-Level that links to the dignity of work and the rights of workers is Work and labour rights. This topic explores a range of issues related to fair labour practices, workers' rights, and the dignity of work. Key points might include:</p> <p>Working conditions – Discussing safe and fair working conditions, including workplace safety, working hours, and benefits.</p> <p>Examining gender discrimination, equal pay for equal work, and the importance of promoting gender equality at work.</p> <p>Child labour – Addressing the exploitation of child workers and global efforts to eliminate child labour.</p> <p>The right to strike and collective bargaining – Exploring how workers can fight for better conditions through strikes and unions.</p> <p>This topic can be discussed in the context of different Spanish-speaking countries, allowing students to explore</p>




## Catholic Social Teaching in MFL

			both historical and contemporary challenges to labour rights, as well as the role of international organizations in protecting workers' dignity.
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## Catholic Social Teaching in MFL

	<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>Students learn to talk about the area they live in and describing it.</p>	<p>In GCSE a topic that links to Care for God's creation is the environment. This topic often covers a variety of environmental issues, such as:</p> <p>Pollution – discussing air, water, and land pollution, as well as ways to reduce waste.</p> <p>Climate change – focusing on the impact of global warming, extreme weather, and what can be done to slow climate change.</p> <p>Conservation of nature – looking at the protection of wildlife, forests, oceans, and endangered species.</p> <p>Renewable energy – focusing on sustainable energy sources like solar and wind power.</p> <p>This topic gives students the chance to discuss both global and local environmental challenges, as well as actions people can take to make a</p>	<p>A relevant topic for A-Level that links to the environment is Climate change and its effects. This topic covers the environmental, social, and economic impacts of climate change, including rising global temperatures, extreme weather events, and the consequences for biodiversity. It also opens discussions on how different Spanish-speaking countries are addressing the issue through sustainable practices, government policies, and international cooperation.</p> <p>Other related topics might include:</p> <p>Pollution and waste management, which focuses on issues like plastic pollution, air quality, and recycling.</p> <p>Renewable energy, where students can explore the shift from fossil fuels to renewable energy sources like solar, wind, and hydroelectric power in Spanish-speaking and French-speaking countries.</p>

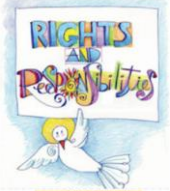


## Catholic Social Teaching in MFL

		<p>positive impact, such as recycling, reducing carbon footprints, and supporting green initiatives.</p>	<p>Biodiversity conservation, which looks at protecting ecosystems, endangered species, and natural resources.</p> <p>These topics provide opportunities for discussing environmental sustainability and the role of individuals, communities, and governments in protecting the planet.</p>
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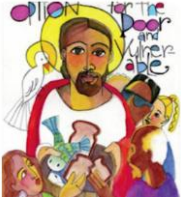


## Catholic Social Teaching in MFL

	<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>Topics in KS3 Languages that focus on rights and responsibilities are:</p> <p>School responsibility – Talking about the responsibility of students to attend school, do their work, and respect their teachers and classmates.</p> <p>rules– Exploring the importance of following rules at school and in society, including legal rights and the consequences of breaking the law.</p> <p>These topics allow students to discuss their roles in society and understand the balance between their rights and the duties that come with being a responsible member of the community.</p>	<p>Rights and Responsibilities links to the MFL GCSE curriculum as it is often part of the theme on social issues (e.g., charity work, volunteering, human rights, fair treatment, equality).</p> <p>Students may have to talk, write, read, or listen about topics like:</p> <ul style="list-style-type: none"> <li>• Children's rights</li> <li>• Responsibilities towards the environment</li> <li>• Working for a charity</li> <li>• Helping others in the community</li> <li>• Protecting the rights of others</li> </ul>	<p>In A-Level Modern Foreign Languages, there are core themes that are social, political, and ethical.</p> <p>Topics usually include:</p> <ul style="list-style-type: none"> <li>• Law and order (e.g., rights of citizens, duties towards society)</li> <li>• Immigration and integration (e.g., human rights, discrimination, equality)</li> <li>• Political life (e.g., role of young people, protest movements, democracy, civic responsibilities)</li> <li>• Charity and voluntary work (linked to responsibility to others)</li> </ul> <p>Many topics require students to discuss:</p> <ul style="list-style-type: none"> <li>• Human rights movements,</li> <li>• The right to education, free speech and work.</li> <li>• Responsibilities such as voting, respecting laws, and contributing to society.</li> </ul>



## Catholic Social Teaching in MFL

	<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>Students learn about social issues in Spanish and French, and find solutions such as doing charitable work.</p>	<p>Students explore the theme of poverty, homelessness and inequality, as well as volunteering and what one can do to help those in need.</p>	<p>A topic in A-Level Spanish that links to solidarity is Immigration and asylum. This topic explores the challenges faced by immigrants, refugees, and asylum seekers, touching on issues of human rights, social inclusion, and the solidarity of different communities and countries in providing support.</p> <p>Another related topic is poverty and inequality, where the focus could be on solidarity in combating social inequality and helping those living in poverty through charitable organizations, international aid, and social programs.</p>