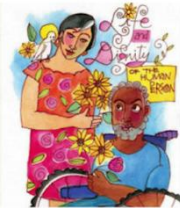


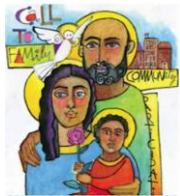


## Catholic Social Teaching in Social Sciences

	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>This subject is not taught at Key Stage 3.</p>	<p><b>Sociology: Family</b> – the role of the family i.e. the socialisation of children and the stabilisation of adult personalities.</p> <p><b>Sociology: Family</b> – Exploitation in the family e.g. domestic abuse and economic control.</p> <p><b>Psychology:</b> CST emphasizes the inherent worth of each individual, regardless of background or circumstance. In psychology, this aligns with discussions about individual differences, self-esteem, and the psychological effects of dehumanisation (e.g., studies on how labels and categorisation can lead to prejudice).</p>	<p><b>Sociology: Crime and Deviance</b> – Organ harvesting &amp; trafficking.</p> <p><b>Sociology: Crime &amp; Deviance</b> – State crime e.g. genocide in Rwanda/ Cambodia.</p> <p><b>Psychology: Psychopathology-</b> We explore individual behaviour, mental health, and well-being.</p> <p><b>Psychology: Social Influence-</b> Explores how individuals can affect and be affected by others by conformity, emphasising the importance of personal agency and dignity.</p> <p><b>Psychology: Attachment-</b> Attachment theory emphasises the importance of strong emotional bonds and relationships, which are crucial for individual development and well-being.</p> <p><b>Criminology:</b> In criminology, the study of crime and justice systems encourages consideration of the social, psychological, and environmental factors influencing criminal behaviour. Catholic Social Teaching would urge that even those who commit crimes retain their human dignity and should be treated with respect and fairness in the justice system. This may guide discussions about rehabilitation over punishment. CST emphasizes the inherent worth of every individual, regardless of their actions. This principle therefore encourages a focus on rehabilitation and reintegration of offenders, rather than solely on punishment. In criminology, this can lead to a more nuanced understanding of criminal justice practices, including the need for restorative justice approaches that prioritize repairing harm and promoting reconciliation.</p>

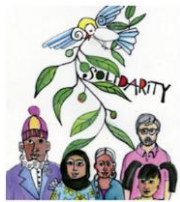


## Catholic Social Teaching in Social Sciences

	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><b>Sociology: Stratification</b> – Social exclusion in society due to key characteristics such as poverty, race, religion, sexuality...</p> <p><b>Sociology: Crime &amp; Deviance</b> – the effectiveness of prisons.</p> <p><b>Sociology: Education</b> – all pupils have the right to a fair education – but do they achieve this?</p> <p><b>Psychology:</b> CST highlights the family's role in shaping values, beliefs, and behaviours. Parents are seen as role models for their children, demonstrating Christian principles and values. This relates to social influence, where family members, especially parents, exert significant pressure on children's attitudes, behaviours, and choices. This can be seen in conformity and obedience studies, where individuals are more likely to follow the norms and expectations of their social groups, including their family.</p>	<p><b>Sociology: Education</b> – Educational policy. The Conservative marketisation policies in creating and sustaining inequality.</p> <p><b>Sociology: Crime &amp; Deviance</b> – Marxist view that laws are made in the interest of the powerful and used against the powerless.</p> <p><b>Psychology:</b> Family dysfunction schizophrenia</p> <p><b>Criminology:</b> Criminology explores how family dynamics can influence criminal behaviour. Studies in criminology show that broken homes, domestic violence, lack of parental supervision, and neglect are factors that can contribute to criminal behaviour. The Catholic Social Teaching of "The Call to Family" would support the idea that strong, nurturing family environments can be crucial in preventing crime. Criminologists would look at how family structures and community support can help in reducing criminal activity by promoting healthy upbringing and offering positive role models.</p>

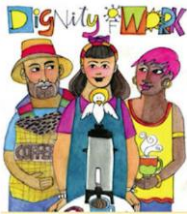


## Catholic Social Teaching in Social Sciences

	<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><b>Sociology: Various topics</b> – the impact of globalisation on education, the family, poverty, sexuality etc.</p> <p><b>Psychology:</b> CST promotes a sense of interconnectedness and responsibility for the well-being of others, particularly the vulnerable. In psychology, this connects to topics like prosocial behaviour (helping others), altruism, and the role of empathy in building social bonds. The concept of the common good aligns with understanding group dynamics and the need for cooperation for collective benefit.</p> <p><b>Sociology: Stratification</b> – discrimination experienced by different social groups e.g. gender, ethnicity, social class, disability, age, sexuality....</p>	<p><b>Sociology: Globalisation</b> – ...and religion. How globalisation has both increased and decreased religious and spiritual belief and practice.</p> <p><b>Sociology: Education</b> – the argument that in a post-Fordist (post-production) global society the education system needs to produce flexible and adaptable future workers.</p> <p><b>Criminology:</b> This can relate to understanding the causes of crime, such as poverty, inequality, and social exclusion. Criminology that aligns with CST might focus on supporting vulnerable communities and advocating for policies that promote social justice, such as fair sentencing and the rehabilitation of offenders. The theme of solidarity is crucial when considering the systemic issues that contribute to criminal behaviour and how society can support both victims and offenders. CST calls for a spirit of unity and cooperation among all members of society. In criminology, this can lead to a more compassionate approach to crime and punishment, with a focus on supporting victims and helping offenders reintegrate into society.</p>

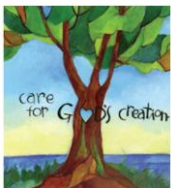


## Catholic Social Teaching in Social Sciences

	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><b>Sociology: Stratification</b> – Poorer life chances based on low or no income.</p> <p><b>Sociology: Family</b> – Marxist view that one of the roles of the family is to produce next generation of workers who go on to be exploited by the capitalist economic system.</p> <p><b>Sociology: Stratification</b> – Discrimination in the workplace e.g. the glass ceiling of opportunity for women and different ethnic groups to gain top jobs e.g. CEOs, racial discrimination in the workplace and the gender pay gap.</p> <p><b>Psychology:</b> CST emphasizes the importance of fair labour practices and decent working conditions. This relates to psychology topics like stress, job satisfaction, and the impact of work on well-being. Research on burnout, workplace bullying, and the effects of precarious employment are relevant.</p>	<p><b>Sociology: Crime &amp; Deviance</b> – Corporate crime: abuse of the powerless e.g. customers, patients and taxpayers.</p> <p><b>Sociology: Crime &amp; Deviance</b> – Trade unionism and Polish Catholicism uniting to disband communism in Poland.</p> <p><b>Sociology: Crime &amp; Deviance</b> – Marxist argument that trade unionism is only a smokescreen to make the working classes think they are being supported.</p> <p><b>Sociology: Crime &amp; Deviance</b> – How workers' rights are disregarded by employers in the interests of accumulating more profit at the expense of the workers. E.g. H&amp;S violations.</p> <p><b>Criminology:</b> In criminology, this could be linked to studies of crime related to labour, such as exploitation, human trafficking, or organised crime. Additionally, CST's focus on the dignity of work could be applied to discussions of the rehabilitation of offenders, particularly in the context of vocational training and the right to dignified work for ex-offenders to reintegrate into society. CST emphasizes the importance of work as a means of human flourishing and self-sufficiency. In criminology, this can be used to highlight the importance of job training and employment programs for offenders, as well as the need for policies that promote economic justice and reduce poverty.</p>

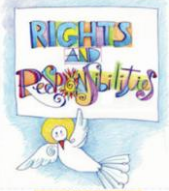


## Catholic Social Teaching in Social Sciences

	<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><b>Sociology: Crime &amp; Deviance</b> – Crime in deprived urban areas. Poverty, unemployment and poor housing increases the sense of relative deprivation and does not uphold human dignity.</p> <p><b>Psychology:</b> CST calls for responsible stewardship of the environment. In psychology, this links to environmental psychology, which explores the psychological impact of environmental issues (e.g., climate change, pollution) and how people perceive and interact with their surroundings.</p>	<p><b>Sociology: Crime &amp; Deviance</b> – Green crime and harm as example of impact of globalisation. e.g. abuse of land, sea and air via deforestation, the drug trade, dumping toxic waste, overfishing, pollution...</p> <p><b>Criminology:</b> Criminology studies various types of crime, including environmental crime. Environmental crimes involve illegal activities that harm the environment. The principles of CST would align with criminology's study of these crimes, urging the criminal justice system to act against individuals and organisations that harm the environment and advocating for more stringent environmental laws. CST recognizes the interconnectedness of all living things and the importance of protecting the environment. In criminology, this can be applied by examining how environmental crime impacts communities and by advocating for policies that promote sustainability and environmental justice.</p>

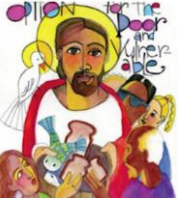


## Catholic Social Teaching in Social Sciences

	<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><b>Sociology: Stratification</b> – divisive systems that ignore human dignity e.g. slavery, caste system, feudalism...</p> <p><b>Sociology: Stratification</b> – inequalities in society based on gender, ethnicity, age, disability, sexuality, religion &amp; belief.</p> <p><b>Psychology:</b> Catholic Social Teaching reminds us that rights are inseparable from responsibilities. This aligns with psychological concepts of moral development, where individuals learn to balance their own needs with the needs of others.</p>	<p><b>Sociology: Crime &amp; Deviance</b> – state crime e.g. genocide – the dehumanising of victims, routinisation and authorisation for atrocities.</p> <p><b>Sociology: Family</b> – responsibilities of parents and the state for child welfare and education.</p> <p><b>Criminology:</b> In criminology, this theme would relate to discussions about justice, rights within the criminal justice system, and the responsibility of both society and individuals. Issues such as human rights violations within the criminal justice system, fair treatment of accused individuals, and the responsibility of the state to ensure justice for all can be explored in light of Catholic Social Teaching. CST recognizes the interconnectedness of society and the importance of promoting the well-being of all members. This principle can be applied to criminology by highlighting the role of crime in disrupting the social fabric and by emphasizing the need for criminal justice policies that address the root causes of crime and promote social justice.</p>



## Catholic Social Teaching in Social Sciences

	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><b>Sociology: Stratification</b> – Who is most affected by poverty? E.g. women and children, some ethnic groups, the working class...</p> <p><b>Sociology: Family &amp; Education</b> – nurturing, caring for and educating children until they are independent.</p> <p><b>Psychology:</b> This CST principle highlights the need to prioritise the needs of those most vulnerable in society. Psychologically, this relates to the impact of poverty and socioeconomic status on mental health, education, and opportunities. Studies on inequality, bias, and social justice often examine the psychological consequences of societal structures that perpetuate poverty.</p>	<p><b>Sociology: Family</b> – domestic abuse, leading to vulnerable victims.</p> <p><b>Sociology: Crime and Deviance</b> – material and relative deprivation as explanations of why people turn to crime.</p> <p><b>Sociology: Belief</b> – how the vulnerable have been treated historically e.g. women, children, ethnic groups, different sexualities...</p> <p><b>Criminology:</b> Criminology looks at the social factors that lead to crime, and this CST principle would focus on addressing inequalities in education, housing, and employment that contribute to criminal behaviour. Understanding how disadvantaged communities are disproportionately affected by crime and the criminal justice system is crucial in criminological study. CST prioritizes the needs of the marginalized and vulnerable. In criminology, this can be applied by examining how social inequalities contribute to crime and by advocating for policies that address the root causes of poverty and inequality, which can disproportionately impact marginalized communities.</p>