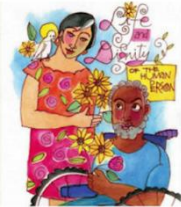





Catholic Social Teaching in Uniformed Public Services

	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><u>Unit 15 Police Powers and the Law</u></p> <ul style="list-style-type: none">◆ Explores legal framework for police powers (searching, arresting, detaining, interviewing).◆ Emphasises balancing law enforcement with protection of individual rights and dignity.◆ Every human life is sacred.◆ Dignity of the human person is the cornerstone of a moral society.◆ Advocates for protection and respect of human life at all stages and in all circumstances.◆ Shared emphasis on respecting and protecting human dignity.◆ Aligns with the Catholic view that every person is precious and must be treated with respect and care <p>This links with the catholic social teaching as it increases students' awareness of the principle of the life and dignity of the human person is paramount. The Catholic Church teaches that every human life is sacred, and that the dignity of the human person is the cornerstone of a moral society. This belief underpins all principles of Catholic social teaching, advocating for the protection and respect of human life at all stages and in all circumstances</p>

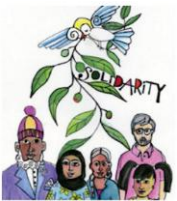


Catholic Social Teaching in Uniformed Public Services

	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>Unit 15: Police Powers and the Law:</u></p> <ul style="list-style-type: none">◆ Focuses on the legal framework for police powers (searching, arresting, detaining, interviewing).◆ Emphasises balancing law enforcement with protection of individual rights and dignity.◆ Highlights the social nature of humans and the importance of community.◆ Stresses the need to support and strengthen marriage and family as central social institutions.◆ Advocates for the right and duty of individuals to participate in society for the common good, especially for the poor and vulnerable. <p>This links in with the catholic social teaching as it emphasises the importance of protecting individual rights and dignity within the community. It also enhances student knowledge on police powers and how they should be exercised in a way that supports the well-being of families and communities. It also ensures that law enforcement practices do not undermine the stability and participation of families and communities aligns with the Catholic teaching on the importance of social structures that promote the common good.</p>

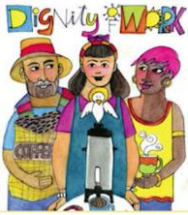


Catholic Social Teaching in Uniformed Public Services

	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><u>Unit 15: Police Powers and the Law:</u></p> <ul style="list-style-type: none">◆ Recognises that we are one human family, regardless of national, racial, ethnic, economic, and ideological differences.◆ Calls for the pursuit of justice and peace, promoting the well-being of all, especially the poor and vulnerable.◆ Encourages acting in terms of community and addressing structural causes of poverty and inequality. <p>This links to the catholic social teaching as it emphasises the importance of protecting individual rights and dignity within the community. It also explains how police powers should be exercised in a way that promotes justice and peace, aligning with the principle of solidarity. It ensures that law enforcement practices do not contribute to social inequality or injustice supports the Catholic teaching on solidarity.</p>




Catholic Social Teaching in Uniformed Public Services

	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>Unit 15: Police Powers and the Law:</u></p> <ul style="list-style-type: none">◆ The economy must serve people, not the other way around.◆ Work is a form of continuing participation in God's creation.◆ Basic rights of workers must be respected: productive work, fair wages, joining unions, private property, and economic initiative. <p>This links in with the catholic social teaching as it emphasises the importance of protecting individual rights and dignity. It gives greater awareness to students of the police powers and how they should be exercised in a way that respects the rights of workers. It also ensures that law enforcement practices do not undermine the dignity of work, or the rights of workers aligns with Catholic teaching on the importance of fair and just treatment in the workplace.</p>

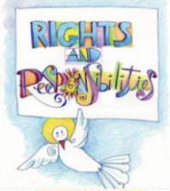


Catholic Social Teaching in Uniformed Public Services

	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><u>Unit 15: Police Powers and the Law:</u></p> <ul style="list-style-type: none">◆ Calls for protecting people and the planet, living our faith in relationship with all of God's creation and respecting others and respecting their human rights in different circumstances. <p>This links in with the catholic social teaching and it increases student knowledge and awareness in that the police powers should be exercised in a way that respects and protects the environment as well as ensuring that law enforcement practices do not harm the environment aligns with Catholic teaching on the importance of stewardship and care for creation.</p>

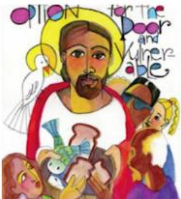


Catholic Social Teaching in Uniformed Public Services

	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>Unit 15 Police Powers and the Law</u></p> <p>We look at the rights of individuals linking it to common law and human rights. We look at the different articles human rights cover such as:</p> <p>Article 2: Right to life</p> <p>Article 3- Freedom from torture and inhuman or degrading treatment</p> <p>Article 6: Right to a fair trial</p> <p>Article 7: No punishment without law</p> <p>Article 14: Protection from discrimination in respect of these rights and freedoms</p> <p>We discuss the responsibilities individuals have and how the law must uphold these responsibilities to meet the needs of all.</p> <p>This links with the catholic teaching as it increases the awareness and understanding of students which supports the understanding of the those that are less fortunate than ourselves as well as understanding the responsibilities individuals have and the consequences of individual actions that may not be right. It also links in with that every person has a fundamental right to life and human decency.</p>



Catholic Social Teaching in Uniformed Public Services

	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>The Catholic Social Teaching principle of the "Option for the Poor and Vulnerable" links to BTEC Uniformed Protective Services (UPS) by emphasizing prioritizing vulnerable people, aligning with UPS roles like police, paramedics, and fire services who protect the marginalized (homeless, victims of crime, refugees) and uphold justice, often through community engagement and volunteering, directly reflecting CST's call to serve the disadvantaged in daily life and policy.</p> <p>Protecting the Vulnerable: UPS roles inherently serve those in need. Police protect victims of abuse/crime, paramedics help the sick, and fire services rescue people from danger – all disproportionately affecting vulnerable populations.</p> <p>Community Policing & Support: Officers often engage with homeless individuals, at-risk youth, or people experiencing mental health crises, directly applying CST's focus on the marginalized.</p> <p>Justice & Advocacy: Like CST, UPS aims to create a just society by defending the defenceless and challenging systems that disadvantage people, aligning with principles of justice.</p> <p>Voluntary Activity (BTEC Unit): For BTEC assignments (like Unit 17), students volunteering with charities supporting the homeless, refugees, or deprived communities directly links to this CST principle, showing how service delivery helps the vulnerable.</p>