



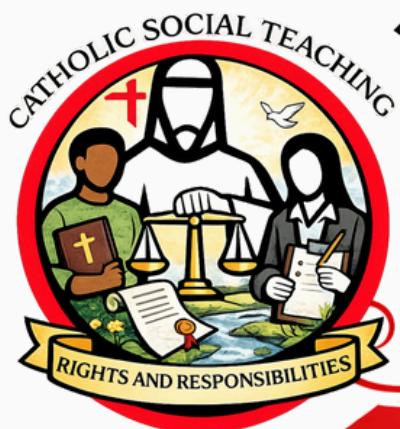
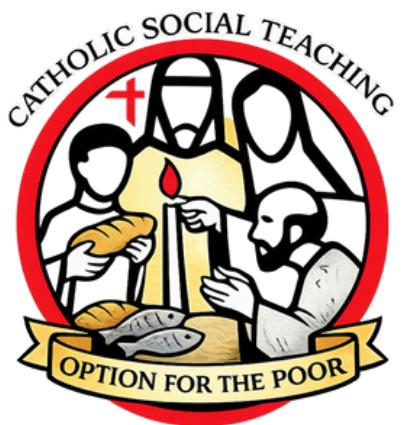
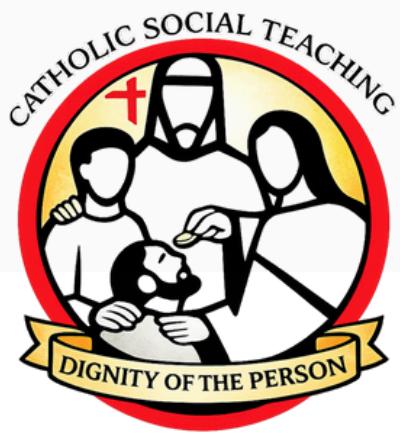
**'Aspire not to
have more but
to be more.'**

CST ACROSS THE CURRICULUM





CST Principles





Catholic Social Teaching at HFCS

1. Purpose of This Document

Catholic Social Teaching (CST) is explicit, coherent, and integral to the curriculum at Holy Family Catholic School & Sixth Form. This document demonstrates how CST shapes curriculum intent, implementation, and impact across subjects and key stages, ensuring that the school's Catholic mission is lived consistently through teaching, learning, and assessment.

As a Catholic school, there is a shared responsibility to ensure that the curriculum is shaped by the Gospel and the social teaching of the Church, so that students are not only educated academically but formed in faith, conscience, and social responsibility.

Rooted in the Gospel and the mission of the Church, CST is a foundational driver of curriculum design. Through a carefully planned and sequenced curriculum, students encounter, revisit, and deepen their understanding of human dignity, justice, solidarity, stewardship, and service in age-appropriate and meaningful ways. As a result, students are formed intellectually, morally, and socially, and increasingly able to articulate Catholic values and recognise their responsibility to contribute to the common good.





2. Overview of Catholic Social Teaching

Catholic Social Teaching provides a framework for understanding how faith is lived out in society. It underpins curriculum design across the school and informs students' understanding of justice, dignity, and responsibility.

The Seven Principles of CST:

- Human Dignity
- The Common Good
- Solidarity
- Dignity of Work
- Rights and Responsibilities
- Preferential Option for the Poor
- Stewardship of Creation

These principles are not treated as abstract concepts, but are deliberately taught, revisited, and applied through curriculum content, pedagogy, and assessment, ensuring students can live them out in practice.





3. Curriculum Intent: CST as a Foundational Driver

Catholic Social Teaching is a foundational driver of curriculum design at Holy Family. It shapes:

- **What is taught** (curriculum content and text choices)
- **How students learn** (ethical discussion, reflection, debate)
- **Why learning matters** (formation, service, responsibility)

The curriculum would be recognisably different without CST; it is not an add-on, but a defining feature of the school's Catholic identity. Curriculum choices are evaluated not only for academic rigour, but for their capacity to contribute to student formation and Catholic distinctiveness.





4. Whole-School CST Curriculum Mapping (Overview)

Catholic Social Teaching is referenced explicitly within each subject's Mid-Term Plans (MTPs) to ensure that the school's Catholic mission is intentionally and consistently embedded within curriculum planning, rather than occurring incidentally. By identifying relevant CST principles within every MTP, subject leaders ensure that curriculum content, pedagogy, and assessment are deliberately shaped by Gospel values and Catholic social thought.

This approach enables staff to plan with clarity and coherence, ensuring that students encounter, revisit, and deepen their understanding of human dignity, justice, solidarity, and responsibility in age-appropriate ways across subjects and key stages. Explicit CST referencing within MTPs also supports consistency of practice, strengthens Catholic distinctiveness, and allows leaders to evaluate impact over time, ensuring that students are not only academically successful but are formed as compassionate, socially responsible individuals committed to the common good.

| Subject | CST Principles Made Explicit | Catholic Distinctiveness Secured | Curriculum & Teaching Evidence | Assessment & Impact Evidence |
|---------------------|--|--|---|--|
| Religious Education | All CST principles | Catholic mission explicit, coherent and integral | CST taught explicitly through Scripture, Church teaching and applied ethics (Creation, Prophets, Justice, Peace). Learning framed around conscience and responsibility. | Extended evaluative writing; exam responses applying CST; students articulate faith-in-action confidently. |
| English | Human Dignity; Common Good; Solidarity | Curriculum reflects Catholic values; moral complexity explored | Texts explore inequality, power, voice, tolerance and responsibility; structured discussion promotes empathy and ethical reflection. | Analytical essays on injustice; spoken responses articulating moral viewpoints. |

| Subject | CST Principles Made Explicit | Catholic Distinctiveness Secured | Curriculum & Teaching Evidence | Assessment & Impact Evidence |
|--------------------|--|---|--|--|
| History & Politics | Human Dignity; Common Good; Solidarity; Participation; Rights & Responsibilities | Students understand injustice and are formed as active citizens | Enquiry questions focus on reform, protest, rights, democracy and power; emphasis on civic responsibility. | Extended writing evaluating moral perspectives; students recognise responsibility to participate in society. |
| Geography | Human Dignity; Common Good; Solidarity; Option for the Poor; Stewardship of Creation | Students develop global awareness and responsibility | Curriculum addresses inequality, development, sustainability, climate change and environmental justice. | Case-study evaluations on fairness and resource use; pupils articulate global interdependence. |
| Biology | Human Dignity; Common Good; Option for the Poor; Stewardship of Creation | Ethical responsibility and care for creation evident | Topics address ecosystems, health, human impact and sustainability, linking science to ethical responsibility. | Written evaluations on environmental impact and health ethics. |
| Chemistry | Human Dignity; Common Good; Stewardship of Creation | Catholic worldview begins to shape scientific learning | Teaching considers environmental impact of chemicals and responsible use of scientific knowledge. | Exam questions and written responses addressing environmental responsibility. |
| Physics | Human Dignity; Common Good; Stewardship of Creation | Moral responsibility in scientific application introduced | Topics highlight responsible use of energy and technology. | Written responses on ethical implications of physics in society. |

| Subject | CST Principles Made Explicit | Catholic Distinctiveness Secured | Curriculum & Teaching Evidence | Assessment & Impact Evidence |
|-----------|---|---|--|--|
| Maths | Human Dignity; Common Good | Curriculum supports dignity and fairness | Teaching promotes equality of access, inclusion and problem-solving for the common good. | Evidence seen through inclusive practice and student confidence. |
| Computing | Human Dignity; Rights & Responsibilities; Common Good | Responsible citizenship promoted | Curriculum addresses digital responsibility, online safety and ethical data use. | Scenario-based evaluation of digital choices. |
| IT | Human Dignity; Rights & Responsibilities | Ethical awareness developing | Focus on safe and responsible technology use. | Written reflections and discussion. |
| Business | Human Dignity; Common Good; Solidarity; Option for the Poor; Rights & Responsibilities; Dignity of Work | Ethical decision-making explicitly taught | Curriculum explores workers' rights, ethical enterprise and corporate responsibility. | Case-study evaluations of ethical business decisions. |
| Economics | Human Dignity; Common Good; Solidarity; Option for the Poor; Dignity of Work | Students evaluate economic justice | Teaching explores inequality, employment, globalisation and fairness. | Extended writing evaluating economic decisions ethically. |

| Subject | CST Principles Made Explicit | Catholic Distinctiveness Secured | Curriculum & Teaching Evidence | Assessment & Impact Evidence |
|------------------------------|---|---|---|---|
| Sociology | Human Dignity; Common Good; Solidarity; Option for the Poor | Strong alignment with CST themes | Topics examine inequality, marginalisation and social justice. | Essays articulating moral viewpoints on inequality. |
| PSHCE / Personal Development | Human Dignity; Common Good; Participation; Option for the Poor; Rights & Responsibilities | Students are formed morally and socially; Catholic life lived | Curriculum focuses on identity, respect, equality, service and community participation. | Reflective writing; student voice evidencing compassion and responsibility. |
| Health & Social Care | Human Dignity; Common Good; Option for the Poor; Rights & Responsibilities | Care and dignity explicitly promoted | Teaching explores vulnerability, care and ethical responsibility. | Case-study evaluations showing empathy and respect. |
| PE | Human Dignity; Participation; Solidarity | Inclusive Catholic culture evident | Curriculum promotes teamwork, inclusion and respect. | Observed behaviour and reflection demonstrate solidarity. |
| Drama | Human Dignity; Common Good; Solidarity | Empathy and moral awareness developed | Performance work explores human experience and relationships. | Evaluations reflecting empathy and understanding of others. |

| Subject | CST Principles Made Explicit | Catholic Distinctiveness Secured | Curriculum & Teaching Evidence | Assessment & Impact Evidence |
|--------------|--|---|--|--|
| Music | Human Dignity; Common Good; Solidarity | Shared cultural experience promotes dignity | Music fosters collaboration, expression and respect. | Performance reflection and participation. |
| Media & Film | Human Dignity; Common Good; Solidarity | Critical engagement with representation and power | Analysis of representation, influence and ethical messaging. | Written analysis evaluating impact and responsibility. |
| MFL | Human Dignity; Solidarity | Cultural respect and global awareness promoted | Language learning promotes understanding of other cultures. | Assessments reflect cultural awareness and respect. |
| DT | Human Dignity; Common Good; Stewardship; Dignity of Work | Ethical design and responsibility evident | Focus on sustainable materials and purposeful design. | Evaluation of design choices and environmental impact. |

This whole-school curriculum mapping demonstrates that Catholic Social Teaching is embedded intentionally and coherently across subjects, shaping curriculum planning, classroom practice, and assessment. It shows clear progression in students' understanding of dignity, justice, solidarity, and responsibility as they move through the school. Where CST is at an earlier stage of explicit articulation, leaders and subject teams have accurately identified priorities and are actively strengthening provision. As a result, the curriculum reflects the Catholic identity of the school in practice, supporting the formation of students as thoughtful, compassionate, and socially responsible young people committed to the common good.



5. Teaching and Learning Through a CST Lens

Across subjects, teaching promotes:

- Ethical enquiry and moral reflection
- Respectful dialogue and oracy
- Critical thinking about injustice and responsibility
- Links between learning and real-world action

As pupils move through the school:

- KS3 students recognise injustice and dignity
- KS4 students critically analyse causes and consequences
- KS5 students apply CST to complex contemporary issues

Assessment ensures pupils can articulate, evaluate, and apply CST independently, demonstrating clear progression in moral understanding and formation.

Student understanding of CST is gathered through:

- Student voice activities
- Curriculum surveys
- Lesson discussion and reflection

As a Catholic school, responsibility for ensuring that the curriculum reflects and lives out Catholic Social Teaching is shared by all leaders and staff. Senior leaders provide clear and purposeful strategic oversight of CST across the curriculum through planned curriculum review cycles, professional dialogue, and regular line management discussions with Heads of Department.

Subject leaders are empowered and held accountable for the intentional planning, implementation, and evaluation of CST within their curriculum areas. Through this distributed leadership model, Catholic Social Teaching is embedded consistently, reviewed thoughtfully, and refined over time, ensuring coherence across subjects and clear progression in students' moral understanding and formation.




Case Studies

The following subject case studies illustrate how Catholic Social Teaching is implemented and assessed across key stages, demonstrating clear progression in students' moral understanding and formation.

Religious Education

| Key Stage | Curriculum Implementation | Catholic Distinctiveness Secured | Assessment & Impact Evidence |
|-----------|--|--|---|
| KS3 | Students are introduced to Catholic Social Teaching through Scripture, Covenant, and the Prophets. | ✓ Catholic teaching is explicit and age-appropriate✓ Curriculum reflects Catholic identity | • Short written reflections linking Scripture to justice and dignity• Knowledge checks identifying CST principles in biblical texts |
| KS4 | Students evaluate contemporary moral dilemmas using Church teaching. | ✓ Students apply Catholic teaching to real-world issues✓ Moral reasoning is developed | • GCSE 12-mark evaluative questions on justice, peace, and responsibility• Extended responses applying CST to ethical scenarios |
| KS5 | Students independently apply CST to complex ethical and social issues. | ✓ Students articulate and apply Catholic teaching with confidence✓ Clear evidence of formation | • Extended essays on bioethics, poverty, and human rights• Seminar discussion demonstrating independent moral judgement |

English

| Key Stage | Curriculum Implementation | Catholic Distinctiveness Secured | Assessment & Impact Evidence |
|-----------|--|--|--|
| KS3 | Students explore texts that foreground identity, voice, and fairness. | ✓ Curriculum promotes dignity and respect✓ Moral awareness is developed | • Reading responses analysing fairness and character treatment• Short analytical paragraphs on empathy and perspective |
| KS4 | Literary study deepens students' understanding of inequality and responsibility. | ✓ Students engage critically with injustice✓ Catholic values inform learning | • Literature essays analysing power and responsibility• Spoken language tasks debating moral choices |
| KS5 | Students produce sophisticated analysis of injustice and human dignity. | ✓ High-level moral and critical thinking✓ Impact evident in written work | • A-level essays evaluating ethical perspectives in texts• Seminar discussions demonstrating moral reasoning |

History and Politics

| Key Stage | Curriculum Implementation | Catholic Distinctiveness Secured | Assessment & Impact Evidence |
|-----------|---|---|--|
| KS3 | Enquiry questions focus on reform, protest, and fairness. | ✓ Students understand injustice and social responsibility | <ul style="list-style-type: none"> Enquiry essays on reform movements Source analysis evaluating fairness and power |
| KS4 | Students evaluate historical injustice and moral perspectives. | ✓ Ethical evaluation embedded in curriculum | <ul style="list-style-type: none"> GCSE essays analysing power, resistance, and consequences Written evaluations of historical decisions |
| KS5 | Students articulate their role as active and informed citizens. | ✓ Formation for participation and citizenship | <ul style="list-style-type: none"> Extended essays on ideology and civic responsibility Debates linking political theory to moral responsibility |

Science

| Key Stage | Curriculum Implementation | Catholic Distinctiveness Secured | Assessment & Impact Evidence |
|-----------|---|--|---|
| KS3 | Students learn about ecosystems and sustainability. | ✓ Stewardship introduced early | <ul style="list-style-type: none"> Written explanations of human impact on ecosystems Practical investigations linked to sustainability |
| KS4 | Students evaluate ethical issues such as genetics and climate change. | ✓ Ethical reflection embedded | <ul style="list-style-type: none"> GCSE questions on environmental responsibility Written evaluations of ethical implications |
| KS5 | Students apply ethical reasoning independently to scientific issues. | ✓ Science understood as a moral discipline | <ul style="list-style-type: none"> Extended responses on bioethics and environmental responsibility Research-based evaluations |

Geography

| Key Stage | Curriculum Implementation | Catholic Distinctiveness Secured | Assessment & Impact Evidence |
|-----------|--|--|--|
| KS3 | Students develop awareness of inequality and global interdependence. | ✓ Early formation for solidarity | <ul style="list-style-type: none"> Case study write-ups on inequality Map-based explanations linking development and fairness |
| KS4 | Students evaluate climate change and its impact on vulnerable communities. | ✓ Stewardship of creation explicitly taught | <ul style="list-style-type: none"> Extended writing on sustainability and justice Decision-making exercises on resource use |
| KS5 | Students independently apply ethical judgement to global issues. | ✓ Mature moral reasoning and global responsibility | <ul style="list-style-type: none"> Synoptic essays evaluating development models Independent research projects on environmental ethics |

PSHCE/Personal Development

| Key Stage | Curriculum Implementation | Catholic Distinctiveness Secured | Assessment & Impact Evidence |
|-----------|--|--------------------------------------|---|
| KS3 | Students explore dignity, respect, and belonging. | ✓ Inclusive Catholic culture evident | <ul style="list-style-type: none"> • Reflective writing on respect and identity • Participation in structured discussion |
| KS4 | Students explore rights, responsibilities, and social justice. | ✓ Formation of conscience | <ul style="list-style-type: none"> • Written evaluations of ethical scenarios • Student voice activities on fairness |
| KS5 | Students demonstrate leadership and commitment to service. | ✓ Catholic life lived in action | <ul style="list-style-type: none"> • Reflective evaluations of social action • Leadership portfolios / enrichment reflections |

Business

| Key Stage | Curriculum Implementation | Catholic Distinctiveness Secured | Assessment & Impact Evidence |
|-----------|---|---|---|
| KS4 | Students study ethical business practice and workers' rights. | ✓ Dignity of work and responsibility are explicit | <ul style="list-style-type: none"> • Case study analysis of ethical decision-making • Written evaluations of employer responsibility |
| KS5 | Students critique economic decisions using moral frameworks. | ✓ Catholic values applied independently | <ul style="list-style-type: none"> • Extended essays evaluating leadership and ethics • Exam responses critiquing global business practices |

Sociology

| Key Stage | Curriculum Implementation | Catholic Distinctiveness Secured | Assessment & Impact Evidence |
|-----------|---|--|---|
| KS5 | Students analyse inequality and marginalisation through ethical lenses. | ✓ Strong alignment with Catholic Social Teaching | <ul style="list-style-type: none"> • Essays evaluating poverty, inequality, and power • Research tasks critiquing social structures |
| KS5 | Students articulate informed moral viewpoints on social justice. | ✓ Impact visible in language and reasoning | <ul style="list-style-type: none"> • Synoptic essays applying ethical perspectives • Seminar discussion demonstrating moral clarity |

These case studies show how Catholic Social Teaching is made explicit within each subject's Mid-Term Plans, ensuring that curriculum intent is consistently translated into classroom practice and assessment. As a result, students encounter and deepen their understanding of Catholic values across subjects and key stages, supporting clear progression in moral understanding and formation.



Appendices



Specific texts and topics are identified within subject Mid-Term Plans; this appendix illustrates the types of curriculum content through which Catholic Social Teaching is developed.

Appendix A

Exemplar English Texts Supporting Catholic Social Teaching

(Illustrative examples – not exhaustive)

This appendix provides illustrative examples of how English curriculum choices support the explicit teaching of Catholic Social Teaching. Texts may vary over time; however, all selections are evaluated for their capacity to promote dignity, justice, empathy, and moral reflection.

| KS3 (Years 7–9) Curriculum Focus: Identity, voice, fairness, belonging | KS4 (Years 10–11) Curriculum Focus: Power, responsibility, inequality, moral consequence | KS5 (Sixth Form) Curriculum Focus: Power, conflict, ethical responsibility, moral complexity |
|--|--|---|
| <p>Exemplar Text Types:</p> <ul style="list-style-type: none">Novels and short stories exploring marginalisation, friendship, and moral choicePoetry giving voice to lived experience and injusticeNon-fiction texts addressing fairness, equality, and human experience <p>CST Principles Evidenced: Human Dignity • Solidarity • Common Good</p> | <p>Exemplar Text Types:</p> <ul style="list-style-type: none">Literature exploring social inequality, responsibility, and justicePoetry addressing conflict, power, and human sufferingNon-fiction writing that challenges injustice and advocates change <p>CST Principles Evidenced: Human Dignity • Justice • Responsibility • Solidarity</p> | <p>Exemplar Text Types:</p> <ul style="list-style-type: none">Literary texts interrogating authority, morality, and consciencePoetry and prose exploring human dignity under pressureCritical essays engaging with ethical perspectives <p>CST Principles Evidenced: Human Dignity • Common Good • Moral Responsibility</p> |

Appendix B

Exemplar Topics Supporting Catholic Social Teaching in Humanities

| History | Geography | Politics (KS5) |
|--|---|--|
| <p>KS3–KS5 Exemplar Themes:</p> <ul style="list-style-type: none"> Reform movements and struggles for rights Protest, resistance, and civic participation Power, authority, and moral responsibility in historical contexts <p>CST Principles Evidenced: Human Dignity • Solidarity • Participation • Common Good</p> | <p>KS3–KS5 Exemplar Themes:</p> <ul style="list-style-type: none"> Global inequality and development Sustainability and environmental justice Human impact on vulnerable communities <p>CST Principles Evidenced: Stewardship of Creation • Option for the Poor • Solidarity • Common Good</p> | <p>Exemplar Themes:</p> <ul style="list-style-type: none"> Democracy, participation, and citizenship Rights, responsibilities, and social justice Power, authority, and ethical leadership <p>CST Principles Evidenced: Participation • Common Good • Human Dignity</p> |

Appendix C

Exemplar Topics Supporting Catholic Social Teaching in Vocational & Social Subjects

| Business / Economics | Sociology (KS5) |
|--|---|
| <p>KS4–KS5 Exemplar Themes:</p> <ul style="list-style-type: none"> Ethical business practice Workers' rights and dignity of work Corporate responsibility and the common good <p>CST Principles Evidenced: Dignity of Work • Human Dignity • Solidarity • Option for the Poor</p> | <p>Exemplar Themes:</p> <ul style="list-style-type: none"> Inequality and poverty Social structures and marginalisation Power, class, and social justice <p>CST Principles Evidenced: Human Dignity • Solidarity • Option for the Poor</p> |

Appendix D

Exemplar Topics Supporting Catholic Social Teaching in STEM

| Science (Biology, Chemistry, Physics) | Mathematics | Design Technology | Computing /IT |
|--|---|--|---|
| <p>KS3–KS5 Exemplar Themes:</p> <ul style="list-style-type: none"> • Human impact on ecosystems • Climate change and sustainability • Medical ethics and the responsible use of scientific knowledge <p>CST Principles Evidenced: Stewardship of Creation • Human Dignity • Rights & Responsibilities</p> | <p>KS3–KS5 Exemplar Themes:</p> <ul style="list-style-type: none"> • Ethical use and interpretation of data and statistics • Modelling real-world problems to support decision-making for the common good • Fairness, proportionality, and equity in problem-solving contexts <p>CST Principles Evidenced: Human Dignity • Common Good • Rights & Responsibilities</p> | <p>KS3–KS5 Exemplar Themes:</p> <ul style="list-style-type: none"> • Sustainable design and responsible use of materials • Ethical production, consumption, and environmental impact • Design that meets human need and promotes dignity of work <p>CST Principles Evidenced: Stewardship of Creation • Human Dignity • Dignity of Work • Common Good</p> | <p>KS3–KS5 Exemplar Themes:</p> <ul style="list-style-type: none"> • Ethical use of technology and digital citizenship • Data protection, privacy, and human dignity • Responsible innovation and the impact of technology on society <p>CST Principles Evidenced: Human Dignity • Rights & Responsibilities • Common Good</p> |

These examples are illustrative rather than exhaustive. Curriculum content is reviewed regularly to ensure it remains academically rigorous, age-appropriate, and aligned with the principles of Catholic Social Teaching, enabling students to grow in understanding, responsibility, and commitment to the common good.

