



# **All Hallows Catholic High School**



## **Catholic Curriculum**

## **Curriculum Intent**

### **‘Growing together in the spirit of Christ’s love’**

Our curriculum at All Hallows is intended to be ambitious and offer equality of opportunity to all. It is designed so that pupils can ‘Grow together in the spirit of Christ’s love’. We believe in the growth and development of all in our school community. We aim to develop young people to become literate, numerate, confident, and aware of their uniqueness, with a passion for learning of the arts, humanities, languages, sciences and technologies. We aim to instil in pupils an awareness of their uniqueness, their place in the world and a love of God, neighbour and environment. Our hope is that we nurture the potential of our pupils so that they can find their vocation and take their place as responsible members of our communities and society.

All Hallows is not a community in isolation. We work in partnership with parents, parishes, primary schools, sixth form colleges and employers for the education and formation of the young people in our care. Our aim is to provide a friendly, safe and supportive environment where everyone feels valued and affirmed. All Hallows is a school where all pupils enjoy an outstanding standard of teaching, access to a broad and balanced curriculum, and the guidance needed to ensure success. Our ethos is one where excellence is promoted, and achievement is celebrated. We exist as a distinct community because we have Christ at our centre. His teaching and example are the basis of our daily life, relationships and future hopes. We are a safe and happy community, enlivened by our faith.

Our curriculum aims to develop skills in literacy, numeracy and verbal communication. We aim to ease any disadvantages the pupils may have. But we aim to go beyond the purely academic. Throughout the curriculum there are opportunities for pupils to develop their spiritual lives, their moral selves and to appreciate cultural capital and social diversity. We want them to develop their character, their social skills and leadership. A wide range of extra-curricular activities is offered to enhance and enrich the curriculum (educational Day visits, overseas study experiences, retreats, and lunchtime and after-school clubs).

## Catholic Curriculum / Catholic Social Teaching (CST) Links

### GEOGRAPHY



#### Overview

Geography is the study of the world around us. It encourages our pupils to think carefully about the needs of others and how to make the world a fairer and more equitable place for all.

The Pope regularly refers to our responsibility as Catholics to act on major world issues such as climate change, poverty and conflict. Sharing knowledge and providing students with the opportunity to explore these issues in an education setting is an important role for the geography department at All Hallows. This has never been more important in an increasingly globalised world.

The study of geography fosters a sense of awe and wonder about the world we live in. Our curriculum allows pupils to enquire, question, analyse and debate the world around them; thinking as global citizens, who understand the complexities and demands of the ever-changing modern world. Care for Creation is seen in all aspects of KS3 and KS4 Geography.

Environmental issues run throughout all year groups and are central to the geography curriculum. The study of geography empowers our pupils with the ability to be stewards for our Earth and the desire to care for it for future generations.

| CST Principle                         | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Curriculum Link Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Dignity</b>                        | <p><b>‘If anyone has material possessions and ignores his brother in need, how can he love God?’ 1 John 3:17</b></p> <p>All Hallows Geography Department recognise the human dignity of others by:</p> <ul style="list-style-type: none"> <li>• being respectful.</li> <li>• treating people equally.</li> <li>• raising awareness of human rights.</li> </ul>                                                                                                         | <p>KS3 study the life of people in slum dwellings in Nairobi, Kenya. Here they explore options to improve quality of life, including the role of NGOs in providing dignity.</p> <p>The working conditions of those in NEEs is examined as part of a unit of Asia. This allows reflection of lifestyle choices and links to the lives of others.</p> <p>The cultural and political impact on the lives of people in the Middle East is examined along with the role of rescue and help in the aftermath of natural disasters.</p> <p>KS4 allows for the study of quality of life in many countries across the world, but especially Nigeria and Rio in Brazil. Closer to home, pupils study the north south divide and issue like the UK housing shortage.</p> |
| <b>Solidarity and the Common Good</b> | <p><b>‘There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus’.</b><br/><b><i>Galatians 3:28</i></b></p> <p>All Hallows Geography Department show we are part of a community by:</p> <ul style="list-style-type: none"> <li>• working together.</li> <li>• working for the common good.</li> <li>• participating and engaging.</li> <li>• being active members of our community.</li> </ul> | <p>KS3 study politics in the Middle East and economic issues related to the UK. This helps pupils to consider how we organise our society in terms of politics and the economy.</p> <p>KS4 study differences in development in many different areas. This appears within the ‘Changing Economic World’ Unit and ‘Managing Resources’. Both of these units allow pupils to consider the impact of different levels of development across the world, but also regionally within a country.</p>                                                                                                                                                                                                                                                                  |

| CST Principle                          | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Curriculum Link Geography                                                                                                                                                                                                                                                                                                                                                               |
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| Peace                                  | <p><b>‘Blessed are the peacemakers, for they shall be called sons of God’ – <i>Matthew 5:9</i></b></p> <p>All Hallows Geography Department acknowledge working for peace by:</p> <ul style="list-style-type: none"> <li>• recognising our duties as members of a community.</li> <li>• standing up for what is right.</li> <li>• following our school rules.</li> </ul>                                                                                         | <p>KS3 study conflict in different forms, from localised issues along the UK coast to international issues e.g. Russia and control over the Arctic.</p> <p>KS4 study conflict through resources management, pacification in Rio and the changing Economic World.</p>                                                                                                                    |
| The dignity of work and participation. | <p><b>‘Also, that everyone should eat and drink and take pleasure in all his toil—this is God’s gift to man’. <i>Ecclesiastes 3:13</i></b></p> <p>All Hallows Geography Department recognise the dignity of work and participation by:</p> <ul style="list-style-type: none"> <li>• respecting all workers.</li> <li>• contributing to society.</li> <li>• making responsible economic choices.</li> <li>• supporting wellbeing and workers’ rights.</li> </ul> | <p>KS3 study the importance of the economy in the UK, China, Russia and India. They study the role of resources and industry alongside employment and links to improving quality of life.</p> <p>KS4 study the economy directly in the changing economic world, but also through urban challenges. This unit of work examines different types of income in cities across the world.</p> |

| CST Principle                             | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Curriculum Link Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Creation and the Environment</b>       | <p><b>‘The Lord God took the man and put him in the garden of Eden to work it and keep it’. <i>Genesis 2:15</i></b></p> <p>All Hallows Geography Department show we care for creation by:</p> <ul style="list-style-type: none"> <li>• taking responsibility for our environment.</li> <li>• making environmentally responsible choices.</li> <li>• having awe and wonder for the natural world.</li> </ul>                                                                                                                                                                        | <p>KS3 study creation in a wide variety of forms through the geography curriculum. Physical geography including climate change, coasts, rivers, volcanoes and earthquakes, weather and climate and marine environments.</p> <p>KS4 study creation and the environment through similar themes as KS3 with a further study into areas like ecosystems, including tropical rainforests and hot deserts. The give further consideration to sustainability in urban areas and in sustainable solutions to development related issues.</p> |
| <b>Option for the Poor and Vulnerable</b> | <p><b>‘For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me’. <i>Matthew 25:35-40</i></b></p> <p>All Hallows Geography Department show a preferential option for the poor and vulnerable by:</p> <ul style="list-style-type: none"> <li>• raising awareness.</li> <li>• treating others with dignity and respect.</li> <li>• thinking of the needs of others.</li> </ul> | <p>KS3 study development in Kenya and the Middle East. They study issues surrounding deprived economies in the UK and through areas of the world hit by the consequences of climate change.</p> <p>KS4 study the changing economic world which looks in depth at differences in development between countries and consequences of poverty. Management of the issues related to poverty are examined across different areas, including Rio, Nigeria and the development gap.</p>                                                      |

## Catholic Curriculum / Catholic Social Teaching (CST) Links

### PERFORMING ARTS



#### **Drama Overview**

Within the Drama curriculum we explore a wide range of stimuli which often includes key events (both modern and historical), peoples' experiences from all social classes, gender, age, and race. There are many examples of how our students are given the opportunity to explore and connect with the experience of others and to understand how both individuals and communities have overcome challenges through both devised and scripted work. We teach about the dignity of the human person through discovering the stories of people, researching the social context of events and the impact on peoples' lives. Through our work on Mime, Matilda, Greatest Showman and Drama games in Year 7, Pantomime, Musical Theatre and bullying in Year 8 and Stage Combat, and Blood Brothers in Year 9; we guide students to explore issues with sensitivity and emotional maturity. Throughout all Key Stages, many of our schemes focus on conflict and resolution, exploring the experiences and emotions of others and finding opportunities to work together to end or resolve conflict. Through our Blood Brothers scheme at Key Stage 3 & 4, we consider those who lived at a different time to us, those who were less fortunate than us and how this impacted their lives. We explore how social developments have affected dignity of work through the ages, focusing on the cultural and historical elements within the play.

#### **Music Overview**

For many, music is a safe space and a time to reflect. In order to flourish, creative subjects such as Music work hard to cultivate an environment where all can feel free to work together and express themselves. Students work in groups where all can be themselves, engage with every task and celebrate their differences. Music is also a key part of collective worship/ Chaplaincy and Community links at our school. We investigate different genres of music and look at how music can be used to heal and to remove barriers and help to make the world a better place. Through group presentations we make collective decisions and listen to each other without one needing to take the lead. Students are encouraged to be reflective during the process and provide constructive feedback for one another. Through this, we remember that we are one in God's family. We recognise the talents that we have been given by God and we work to find and develop those talents through our lessons and beyond into our extra-curricular provision.

| CST Principle              | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                 | Departmental Link                                                                                                                                                                                                                                                                                                                                                                                   | Curriculum Link<br>Drama                                                                                                                                                                                                                                                                                                                 | Curriculum Link<br>Music                                                                                                                                                                                                                                                                                                                    |
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| <b>Dignity of a Person</b> | <p><b>‘St Paul tells us that each person is a work of art, created by God and chosen for a unique purpose’. <i>Ephesians 2:10</i></b></p> <p>All Hallows Performing Arts Department recognise the human dignity of others by:</p> <ul style="list-style-type: none"> <li>• being respectful.</li> <li>• treating people equally.</li> <li>• raising awareness of civil rights.</li> <li>• preferential option for the vulnerable</li> </ul> | <p>Pupils are respectful of each other’s performances.</p> <p>Assessment performances are all treated equally.</p> <p>Considerate use of teaching assistants to support vulnerable pupils.</p> <p>Staff refer to individual pupils needs via synergy in class and extra-curricular.</p> <p>Sharing resources.</p> <p>Group work – common feature of all lessons, showing respect and inclusion.</p> | <p>Year 7 SOW: Matilda, Mime and Circus</p> <p>Year 8 SOW: Pantomime and Musical Theatre performances.</p> <p>Year 9 SOW: Theatre in Education and Stage Combat, Blood Brothers</p> <p>Year 10 SOW: Pearson Performing Arts BTEC Tech Award. Component 1+ 2</p> <p>Year 11 SOW: Pearson Performing Arts BTEC Tech Award. Component 3</p> | <p>Year 7 SOW: Building Bricks, Keyboard Skills and Voice Works.</p> <p>Year 8 SOW: Jazz and Blues, Soundtracks and Film Music</p> <p>Year 9 SOW: Reggae and Popular Music/Slave Trade and Civil Rights</p> <p>Year 10 SOW: Pearson Music BTEC Tech Award. Component 1</p> <p>Year 11 SOW: Pearson Music BTEC Tech Award. Component 2+3</p> |

| CST Principle               | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                     | Departmental Link                                                                                                                                                                                                                                                                                                                                   | Curriculum Link<br>Drama                                                                                                                                                                                                                                                                                                                 | Curriculum Link<br>Music                                                                                                                                                                                                                                                                                                                    |
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| <b>Family and Community</b> | <p><b>‘You are not making a gift of your possessions to the poor person. You are handing over to them what is theirs.’ St Ambrose (340-397 AD)</b></p> <p>All Hallows Performing Arts Department show we are part of a community by:</p> <ul style="list-style-type: none"> <li>• working together.</li> <li>• working for the common good.</li> <li>• participating and engaging.</li> <li>• being active members of our community.</li> </ul> | <p>Classwork – Group work in most lessons.</p> <p>Performing Arts clubs and School Productions.</p> <p>Assemblies and Chaplaincy/Liturgical Music/Dance/Acting in school.</p> <p>Concerts and events in the community:</p> <ul style="list-style-type: none"> <li>• SVP club</li> <li>• Faith in Action</li> <li>• CAFOD and Fundraising</li> </ul> | <p>Year 7 SOW: Matilda, Mime and Circus</p> <p>Year 8 SOW: Pantomime and Musical Theatre performances.</p> <p>Year 9 SOW: Theatre in Education and Stage Combat, Blood Brothers</p> <p>Year 10 SOW: Pearson Performing Arts BTEC Tech Award. Component 1+ 2</p> <p>Year 11 SOW: Pearson Performing Arts BTEC Tech Award. Component 3</p> | <p>Year 7 SOW: Building Bricks, Keyboard Skills and Voice Works.</p> <p>Year 8 SOW: Jazz and Blues, Soundtracks and Film Music</p> <p>Year 9 SOW: Reggae and Popular Music/Slave Trade and Civil Rights</p> <p>Year 10 SOW: Pearson Music BTEC Tech Award. Component 1</p> <p>Year 11 SOW: Pearson Music BTEC Tech Award. Component 2+3</p> |

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| Dignity of Work | <p><b>‘Do the hard work of getting along with each other, treating each other with dignity’. <i>James 3:17</i></b></p> <p><b>‘You shall love the Lord your God with all your heart. You shall love your neighbour as yourself’. <i>Matthew 22</i></b></p> <p>All Hallows Performing Arts Department recognise the dignity of work by:</p> <ul style="list-style-type: none"> <li>• respecting all workers.</li> <li>• contributing to society.</li> <li>• making responsible economic choices.</li> <li>• supporting wellbeing and workers’ rights.</li> <li>• sharing our talents with others.</li> </ul> | <p>Instrumental lessons in school – PP pupils’ access to lessons through funding (economic choices).</p> <p>Work/life balance.</p> <p>Supporting schools Wellbeing policies.</p> <p>Sharing talents throughout the school, in the community, parishes, teaching networks, throughout the Diocese and in lesson time.</p> | <p>Year 7 SOW: Matilda, Mime and Circus</p> <p>Year 8 SOW: Pantomime and Musical Theatre performances.</p> <p>Year 9 SOW: Theatre in Education and Stage Combat, Blood Brothers</p> <p>Year 10 SOW: Pearson Performing Arts BTEC Tech Award. Component 1+ 2</p> <p>Year 11 SOW: Pearson Performing Arts BTEC Tech Award. Component 3</p> | <p>Year 7 SOW: Building Bricks, Keyboard Skills and Voice Works.</p> <p>Year 8 SOW: Jazz and Blues, Soundtracks and Film Music</p> <p>Year 9 SOW: Reggae and Popular Music/Slave Trade and Civil Rights</p> <p>Year 10 SOW: Pearson Music BTEC Tech Award. Component 1</p> <p>Year 11 SOW: Pearson Music BTEC Tech Award. Component 2+3</p> |

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| <b>Rights and Responsibilities</b> | <p><b>‘Blessed are they who maintain justice, who constantly do what is right- <i>Psalm 106:3</i></b><br/> <b>Fear not for I am with you. I am your God. I will strengthen you. I will help you. I will uphold you with my righteous right hand’. <i>Isaiah 41:10</i></b></p> <p>All Hallows Performing Arts Department acknowledge our rights and responsibilities by:</p> <ul style="list-style-type: none"> <li>• recognising our duties as members of a community.</li> <li>• standing up for what is right.</li> <li>• following our school rules.</li> </ul> | <p>School Mission Statement “Growing Together in The Spirit of Christ’s Love”.</p> <p>Classroom Code of Conduct Behaviour for Learning.</p> <ul style="list-style-type: none"> <li>• Use of Synergy</li> <li>• Use of the rewards system</li> <li>• Recognition of Saints Awards for Year Teams.</li> <li>• Supporting the Prefects and pupil leadership.</li> <li>• Quality Assurance – Learning walks and Pupil Voice</li> <li>• Staff volunteering for duties and homework club</li> </ul> | <p>Year 7 SOW: Matilda, Mime and Circus</p> <p>Year 8 SOW: Pantomime and Musical Theatre performances.</p> <p>Year 9 SOW: Theatre in Education and Stage Combat, Blood Brothers</p> <p>Year 10 SOW: Pearson Performing Arts BTEC Tech Award. Component 1+ 2</p> <p>Year 11 SOW: Pearson Performing Arts BTEC Tech Award. Component 3</p> | <p>Year 7 SOW: Building Bricks, Keyboard Skills and Voice Works.</p> <p>Year 8 SOW: Jazz and Blues, Soundtracks and Film Music</p> <p>Year 9 SOW: Reggae and Popular Music/Slave Trade and Civil Rights</p> <p>Year 10 SOW: Pearson Music BTEC Tech Award. Component 1</p> <p>Year 11 SOW: Pearson Music BTEC Tech Award. Component 2+3</p> |

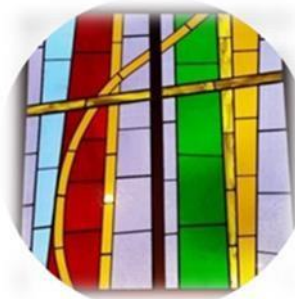
| CST Principle                            | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Departmental Link                                                                                                                                                                                                                                                                                                                                            | Curriculum Link<br>Drama                                                                                                                                                                                                                                                                                                                 | Curriculum Link<br>Music                                                                                                                                                                                                                                                                                                                    |
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| <b>Stewardship and Care for Creation</b> | <p><b>‘The ecological crisis is also a summons to profound interior conversion...Living our vocation to be protectors of God’s handiwork is essential to a life of virtue; it is not an optional or a secondary aspect of our Christian experience’. Pope Francis – <i>Laudato Si</i></b></p> <p>All Hallows Performing Arts Department show we care for creation by:</p> <ul style="list-style-type: none"> <li>• taking responsibility for our environment.</li> <li>• making environmentally responsible choices.</li> <li>• having awe and wonder for the natural world.</li> </ul> | <p>All rooms kept clean and tidy – monitors in each class.</p> <p>Upkeep of Arts Theatre and storage facilities.</p> <p>Computers well looked after.</p> <p>Paperless department – all classroom resources are on. Google Classroom, as well pupils written work.</p> <p>Participating and leading international trips: New York/Florida, West Coast USA</p> | <p>Year 7 SOW: Matilda, Mime and Circus</p> <p>Year 8 SOW: Pantomime and Musical Theatre performances.</p> <p>Year 9 SOW: Theatre in Education and Stage Combat, Blood Brothers</p> <p>Year 10 SOW: Pearson Performing Arts BTEC Tech Award. Component 1+ 2</p> <p>Year 11 SOW: Pearson Performing Arts BTEC Tech Award. Component 3</p> | <p>Year 7 SOW: Building Bricks, Keyboard Skills and Voice Works.</p> <p>Year 8 SOW: Jazz and Blues, Soundtracks and Film Music</p> <p>Year 9 SOW: Reggae and Popular Music/Slave Trade and Civil Rights</p> <p>Year 10 SOW: Pearson Music BTEC Tech Award. Component 1</p> <p>Year 11 SOW: Pearson Music BTEC Tech Award. Component 2+3</p> |

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| <b>Solidarity and the Common Good</b> | <p><b>Blessed Pope Paul VI taught that “If you want peace, work for justice”. The Gospel calls us to be peacemakers.</b></p> <p>All Hallows Performing Arts Department show solidarity by:</p> <ul style="list-style-type: none"> <li>• raising awareness of social justice.</li> <li>• writing to our local leaders.</li> <li>• praying for others.</li> <li>• making connections.</li> <li>• making socially responsible choices.</li> </ul> | <p>SVP club – making connections with the community and local leaders.</p> <p>Rhythm of prayer throughout the school day</p> <p>Community connections – Primary school transition days, parish support with the Rotary Club and Galloways, support for the Parish Churches</p> <p>Supporting each other in rehearsals, lunchtime, in class and after school.</p> | <p>Year 7 SOW: Matilda, Mime and Circus</p> <p>Year 8 SOW: Pantomime and Musical Theatre performances.</p> <p>Year 9 SOW: Theatre in Education and Stage Combat, Blood Brothers</p> <p>Year 10 SOW: Pearson Performing Arts BTEC Tech Award. Component 1+ 2</p> <p>Year 11 SOW: Pearson Performing Arts BTEC Tech Award. Component 3</p> | <p>Year 7 SOW: Building Bricks, Keyboard Skills and Voice Works.</p> <p>Year 8 SOW: Jazz and Blues, Soundtracks and Film Music</p> <p>Year 9 SOW: Reggae and Popular Music/Slave Trade and Civil Rights</p> <p>Year 10 SOW: Pearson Music BTEC Tech Award. Component 1</p> <p>Year 11 SOW: Pearson Music BTEC Tech Award. Component 2+3</p> |

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| Option for the Poor and Vulnerable | <p><b>‘For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me.’ <i>Matthew 25:35-40</i></b></p> <p>All Hallows Performing Arts Department show a preferential option for the poor and vulnerable by:</p> <ul style="list-style-type: none"> <li>• fundraising for charitable causes.</li> <li>• raising awareness.</li> <li>• treating others with dignity and respect.</li> <li>• thinking of the needs of others.</li> </ul> | <p>Concerts for the local community and local charity organisations and local council:</p> <ul style="list-style-type: none"> <li>• SVP</li> <li>• Faith in Action, CAFOD and Chaplaincy support</li> <li>• Running of the Food Bank and Hot Chocolate stall</li> <li>• Christmas in the Quad, St Georges Centre carol singing, gift wrapping for the community</li> <li>• Christmas Hampers</li> <li>• Visits to Senior Citizens home and Refugees</li> </ul> | <p>Year 7 SOW: Matilda, Mime and Circus</p> <p>Year 8 SOW: Pantomime and Musical Theatre performances.</p> <p>Year 9 SOW: Theatre in Education and Stage Combat, Blood Brothers</p> <p>Year 10 SOW: Pearson Performing Arts BTEC Tech Award. Component 1+ 2</p> <p>Year 11 SOW: Pearson Performing Arts BTEC Tech Award. Component 3</p> | <p>Year 7 SOW: Building Bricks, Keyboard Skills and Voice Works.</p> <p>Year 8 SOW: Jazz and Blues, Soundtracks and Film Music</p> <p>Year 9 SOW: Reggae and Popular Music/Slave Trade and Civil Rights</p> <p>Year 10 SOW: Pearson Music BTEC Tech Award. Component 1</p> <p>Year 11 SOW: Pearson Music BTEC Tech Award. Component 2+3</p> |

## **Catholic Curriculum / Catholic Social Teaching (CST) Links**

### **COMPUTER SCIENCE**



#### **Overview**

Through their work in Computer Science, pupils are taught the importance of treating others with dignity online, whilst being encouraged to be responsible digital citizens who promote positive interactions online.

There is an emphasis on the importance of solidarity and family, through teamwork, communication and collective effort. Pupils explore how technology can bring families together.

Pupils focus on the responsible use of social media, email and other digital communication platforms and are taught how to evaluate information they encounter online. They also explore how technology affects society and discuss the responsibility of technology creators to consider social consequences.

The importance of responsible stewardship and the environmental impact of technology production and disposal is taught, and pupils are encouraged to respect and look after the technology they use.

Pupils also encounter how inclusive technology design aligns with the principle of solidarity, focusing on how technology can be used to build and strengthen communities.

| CST Principle       | Explanation                                                                                                                                                                                                                                                                                                                                                                              | Departmental Link                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Curriculum Link<br>Computing, CS and iMedia                                                                                                                                                                                                                      |
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| Dignity of a Person | <p><b>‘Before I formed you in the womb, I knew you.’</b><br/><b><i>Jeremiah 1:5</i></b></p> <p>All Hallows Computing Department recognise the human dignity of others by:</p> <ul style="list-style-type: none"> <li>• being respectful.</li> <li>• treating people equally.</li> <li>• raising awareness of civil rights.</li> <li>• preferential option for the vulnerable.</li> </ul> | <p>Pupils are taught the importance of treating others with respect and dignity in online environments.</p> <p>Pupils are encouraged to be responsible digital citizens who promote positive interactions online, supporting those who may be targets of online abuse.</p> <p>The concept of accessible design in technology is explored, highlighting how software and hardware can be created to accommodate people with disabilities.</p> <p>Pupils are taught about the ethical use of personal data, emphasising the importance of respecting users' privacy</p> <p>Pupils explore cases where technology has been misused to infringe on personal privacy and they discuss the consequences of such actions on individual dignity.</p> | <p>Year 7 SOW includes a project involving students to create a PPT presentation about online safety.</p> <p>Year 8 SOW introduces students about the dangers of cybercrime and encourages them to be responsible online and access social media positively.</p> |

| CST Principle               | Explanation                                                                                                                                                                                                                                                                                                                                                                                             | Departmental Link                                                                                                                                                                                                                                                                                                                                                                                                                                   | Curriculum Link<br>Computing, CS and iMedia                                                                                                                                      |
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| <b>Family and Community</b> | <p><b>‘If anyone has material possessions and ignores his brother in need, how can he love God?’ 1 John 3:17</b></p> <p>All Hallows Computing Department show we are part of a community by:</p> <ul style="list-style-type: none"> <li>• working together.</li> <li>• working for the common good.</li> <li>• participating and engaging.</li> <li>• being active members of our community.</li> </ul> | <p>There is an emphasis on the importance of teamwork, communication, and collective effort, mirroring the dynamics of a supportive family or community.</p> <p>Pupils explore how technology can bring families together.</p> <p>Pupils discuss video conferencing tools, social media platforms, and family-oriented apps that enable families to stay connected despite geographical distances.</p>                                              | <p>Year 5 taster days with Edison</p> <p>Group work projects in year 7 with Edison</p>                                                                                           |
| <b>Dignity of Work</b>      | <p><b>‘Also, that everyone should eat and drink and take pleasure in all his toil—this is God’s gift to man’. Ecclesiastes 3:13</b></p> <p>All Hallows Computing Department recognise the dignity of work by:</p> <ul style="list-style-type: none"> <li>• respecting all workers.</li> <li>• contributing to society.</li> <li>• making responsible economic choices.</li> </ul>                       | <p>Pupils are taught about the responsible use of social media, email, and other digital communication platforms.</p> <p>Pupils explore the impact of spreading false information, misinformation, or disinformation, and how these practices undermine the dignity of word.</p> <p>Pupils are taught about the importance of respecting others' privacy and confidentiality in digital communication. Pupils discuss the risks associated with</p> | <p>Year 8 – fake news lesson about misinformation</p> <p>Year 7 – choosing a strong password</p> <p>Year 8 - enrichment day – session about phishing, smishing &amp; vishing</p> |

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| <b>Dignity of Work<br/>(Cont)...</b> | <ul style="list-style-type: none"> <li>• supporting wellbeing and workers' rights.</li> <li>• sharing our talents with others.</li> </ul> | <p>sharing private information without consent.</p> <p>Pupils are taught to critically evaluate information they encounter online and how to identify credible sources, recognise fake news, and avoid sharing misleading information.</p> <p>Pupils explore the concept of digital etiquette, highlighting the importance of respectful language and behaviour in online communities, such as forums, gaming platforms, and social media.</p> <p>Pupils learn about secure communication practices, such as encryption and password protection, and how they contribute to the dignity of word by safeguarding personal information.</p> |  |
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| CST Principle                      | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                           | Departmental Link                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Curriculum Link<br>Computing, CS and iMedia                                                                                                                                                          |
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| <b>Rights and Responsibilities</b> | <p><b>‘Fear not for I am with you. I am your God. I will strengthen you. I will help you. I will uphold you with my righteous right hand’. <i>Isaiah 41:10</i></b></p> <p>All Hallows Computing Department acknowledge our rights and responsibilities by:</p> <ul style="list-style-type: none"> <li>• recognising our duties as members of a community.</li> <li>• standing up for what is right.</li> <li>• following our school rules.</li> </ul> | <p>Pupils are taught about cyber security including the importance of securing personal data, using strong passwords, and recognising phishing attempts.</p> <p>Pupils explore how technology affects society, touching on both positive and negative impacts. Discuss the responsibility of technology creators to consider social consequences.</p> <p>Pupils explore the consequences of failing to meet these responsibilities, such as identity theft or data breaches, and the broader impact on society</p> <p>Pupils explore data protection laws like the General Data Protection Regulations (GDPR) and the Data Protection Act in the UK and discuss individuals' rights concerning their data.</p> | <p>Year 7 – Computers and the law reporting hate crime online</p> <p>Year 8 – staying safe online lesson about GDPR</p> <p>Year 10 – Impact of digital technology (including the ethical impact)</p> |

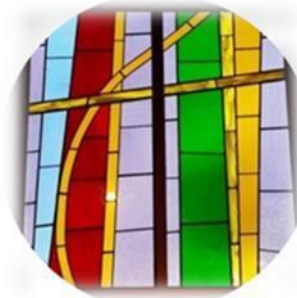
| CST Principle                            | Explanation                                                                                                                                                                                                                                                                                                                                                                                                 | Departmental Link                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Curriculum Link<br>Computing, CS and iMedia                                                                                                                            |
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| <b>Stewardship and Care for Creation</b> | <p><b>‘The Lord God took the man and put him in the garden of Eden to work it and keep it’. <i>Genesis 2:15</i></b></p> <p>All Hallows Computing Department show we care for creation by:</p> <ul style="list-style-type: none"> <li>• taking responsibility for our environment.</li> <li>• making environmentally responsible choices.</li> <li>• having awe and wonder for the natural world.</li> </ul> | <p>Pupils explore sustainable practices in Computing, discussing energy-efficient hardware, responsible e-waste disposal, and reducing the carbon footprint of technology</p> <p>The importance of responsible stewardship is discussed when pupils explore the environmental impact of technology production and disposal.</p> <p>Pupils are taught to respect and look after the technology that they use in Computing lessons.</p> <p>Paperless department – all resources and pupil work are stored electronically on Google Classroom.</p> | <p>Year 8 digital graphics – creative key piece about an environmental travel guide</p> <p>Year 10 – Impact of digital technology (including environmental impact)</p> |

| CST Principle                         | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                              | Departmental Link                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Curriculum Link<br>Computing, CS and iMedia                                                                                   |
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| <b>Solidarity and the Common Good</b> | <p><b>Blessed Pope Paul VI taught that “If you want peace, work for justice”. The Gospel calls us to be peacemakers.</b></p> <p>All Hallows Computing Department show solidarity by:</p> <ul style="list-style-type: none"> <li>• raising awareness of social justice.</li> <li>• writing to our local leaders.</li> <li>• praying for others.</li> <li>• making connections.</li> <li>• making socially responsible choices.</li> </ul> | <p>Pupils are taught the importance of collaboration, teamwork, and contributing to the common good when completing practical programming.</p> <p>Pupils are taught how technology can be designed to benefit society and promote solidarity e.g. open-source software projects.</p> <p>Pupils are taught how inclusive technology design aligns with the principle of solidarity e.g. developing technology that can be used by those with disabilities or those from underserved communities to avoid a ‘digital divide’.</p> <p>Pupils are taught digital citizenship, highlighting the importance of using technology responsibly and with empathy toward others.</p> <p>Pupils are taught about the ethical use of data, emphasizing the importance of respecting privacy while also using data to improve society.</p> <p>Pupils explore how technology can be used to build and strengthen communities e.g. neighbourhood apps, social media groups.</p> | <p>Y7 Vex and Y8 Spike Prime</p> <p>Y10 CS – Computer Systems – Open-source Software</p> <p>Year 5 and Year 6 Taster days</p> |

| CST Principle                      | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Departmental Link                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Curriculum Link<br>Computing, CS and iMedia                                          |
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| Option for the Poor and Vulnerable | <p><b>‘For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me.’ <i>Matthew 25:35-40</i></b></p> <p>All Hallows Computing Department show a preferential option for the poor and vulnerable by:</p> <ul style="list-style-type: none"> <li>• fundraising for charitable causes.</li> <li>• raising awareness.</li> <li>• treating others with dignity and respect.</li> <li>• thinking of the needs of others.</li> </ul> | <p>Pupils learn about the importance of making technology accessible to everyone, including those with disabilities or limited resources. Pupils explore how accessible design can create opportunities for the poor and vulnerable.</p> <p>Pupils discuss the ethical implications of technology design and development, focusing on how choices in technology can disproportionately affect the poor and vulnerable. Pupils explore topics like data privacy, surveillance, and algorithmic bias.</p> <p>The importance of digital literacy for all individuals is highlighted, including those from disadvantaged backgrounds. Pupils explore how access to technology and digital skills can be transformative for individuals and communities.</p> <p>Pupils explore how technology creators have a social responsibility and the importance of using technology to benefit those who are most in need.</p> | <p>Year 7 - Computers and the Law</p> <p>Year 10 CS – Fundamentals of Algorithms</p> |

## **Catholic Curriculum / Catholic Social Teaching (CST) Links**

### **DESIGN TECHNOLOGY AND FOOD & NUTRITION**



#### **Overview**

The Technology Department enables pupils to support each other during practical work, design inclusively and engender a sense of pride in their work.

Projects are undertaken that take the local community into account and consider sustainability in the local area. They are collaborative which teach pupils about the importance of solidarity and community within work and consider the ethics of using various materials or ingredients.

All projects are designed with sustainability in mind and lifecycle analysis is encouraged before projects are chosen at GCSE.

Pupils work together for the common good, recognise their duties as members of a community and take responsibility for the environment around them.

| CST Principle              | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Departmental Link                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Curriculum Link Design Technology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Dignity of a Person</b> | <p><b>‘There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus’. <i>Galatians 3:28</i></b></p> <p>All Hallows Technology Department recognise the human dignity of others by:</p> <ul style="list-style-type: none"> <li>• being respectful.</li> <li>• treating people equally.</li> <li>• raising awareness of civil rights.</li> <li>• preferential option for the vulnerable.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils supporting each other with practical work.</li> <li>• Designing inclusively.</li> <li>• Empowering pupils through open-ended problem-solving tasks.</li> <li>• Engendering a safe and supportive environment.</li> <li>• Instilling a sense of pride in work.</li> <li>• Including elements in projects which enhance pupils understanding of different cultures.</li> <li>• Fostering a personalised learning environment.</li> <li>• Pupils are respectful of each other's work.</li> <li>• Pupils constructively criticise and help each other improve work.</li> <li>• Considerate use of teaching assistants to support vulnerable pupils.</li> <li>• Staff refer to individual pupils needs via synergy in class and extra-curricular.</li> <li>• Sharing of resources.</li> <li>• Group work – common feature of all lessons, showing respect and inclusion.</li> </ul> | <p>All projects include practical work allowing students to support each other.</p> <p>Problem solving occurs in a wide range of projects over KS3 and 4. Examples are GCSE NEA where students have to research and produce a solution.</p> <p>H&amp;S is paramount throughout KS3 and 4. All projects include H&amp;S training and recaps.</p> <p>Y7 and 8 Textiles projects include research and design work which explore different cultures. GCSE NEA work includes a range of designers from diverse backgrounds.</p> <p>Year 10 &amp; 11 FP&amp;N SOW complete sensory analysis and evaluation of each other's practical work throughout.</p> <p>KS4 pupils understand how products are designed and made to avoid having a negative impact on others: design for disabled, elderly and different religious groups.</p> |

| CST Principle        | Explanation                                                                                                                                                                                                                                                                                                                                                                                                          | Departmental Link                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Curriculum Link Design Technology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Family and Community | <p><b>‘If anyone has material possessions and ignores his brother in need, how can he love God?’</b><br/> <b>1 John 3:17</b></p> <p>All Hallows Technology Department show we are part of a community by:</p> <ul style="list-style-type: none"> <li>• working together.</li> <li>• working for the common good.</li> <li>• participating and engaging.</li> <li>• being active members of our community.</li> </ul> | <ul style="list-style-type: none"> <li>• Projects that take the local community and companies into account.</li> <li>• Parent and child workshops.</li> <li>• Skills development to enhance/positively influence local industries and companies.</li> <li>• Projects that consider sustainability in the local area.</li> <li>• Collaborations with local businesses.</li> <li>• Collaborations with colleges.</li> <li>• Stalls and exhibitions for the local community.</li> </ul> | <p>Y9 Architecture project involves redesign of Tulketh Mill.</p> <p>Parent and child cooking classes taking place during Healthy Lifestyle Week.</p> <p>STEM Club - various activities linked to local companies such as BAE Systems.</p> <p>Y8 Mission to Mars project includes interviews with local engineers.</p> <p>STEM Club making and selling products at Christmas in the Quad.</p> <p>Y9 3D printing workshops in collaboration with Create Education working on saving local waterways and nature reserves.</p> <p>FutureChef and Young Chef competitions working in collaboration with Blackpool &amp; Fylde College as well as Blackburn College.</p> |

| CST Principle   | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Departmental Link                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Curriculum Link Design Technology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Dignity of Work | <p><b>‘Also, that everyone should eat and drink and take pleasure in all his toil—this is God’s gift to man’. <i>Ecclesiastes 3:13</i></b></p> <p>All Hallows Technology Department recognise the dignity of work by:</p> <ul style="list-style-type: none"> <li>• respecting all workers.</li> <li>• contributing to society.</li> <li>• making responsible economic choices.</li> <li>• supporting wellbeing and workers’ rights.</li> <li>• sharing our talents with others.</li> </ul> | <ul style="list-style-type: none"> <li>• User centred design – considering the needs and wants of clients during the design process.</li> <li>• Considerate and ethical material/ingredient use during practical projects/activities.</li> <li>• Collaborative projects which teach students about the importance of solidarity and community within work.</li> <li>• Real world problem solving within projects.</li> <li>• Skills development prepares students for future employment.</li> <li>• In Design and Technology, evaluation and reflection is at the centre of most of our work. Within this evaluation and reflection are ethical discussions on use of materials, logistics, manufacturing, workers’ rights, sustainability.</li> </ul> | <p>GCSE NEA considers users at the centre of the design process.</p> <p>A range of KS3 and 4 projects have end users central to the design process. Examples include Y9 Architecture, Y7 Sounds good, Y8 Phone holder.</p> <p>Teaching takes place over both Key stages encouraging consideration and ethical use of materials such as different components to choose in electronics, different wood types in RM, tessellation of materials when using machinery etc.</p> <p>GCSE DT includes ethical units based around the product life cycle.</p> <p>Evaluation and reflection on work takes place in all topics at KS3 and KS4. Both formally and informally.</p> |

| CST Principle                      | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                            | Departmental Link                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Curriculum Link Design Technology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Rights and Responsibilities</b> | <p><b>‘Fear not for I am with you. I am your God. I will strengthen you. I will help you. I will uphold you with my righteous right hand’. <i>Isaiah 41:10</i></b></p> <p>All Hallows Technology Department acknowledge our rights and responsibilities by:</p> <ul style="list-style-type: none"> <li>• recognising our duties as members of a community.</li> <li>• standing up for what is right.</li> <li>• following our school rules.</li> </ul> | <ul style="list-style-type: none"> <li>• Understanding the impact of our work, specifically work involving physical materials.</li> <li>• Educating on the rights of workers, and the responsibilities of manufacturers in terms of material sourcing, energy usage, end of life disposal and logistics.</li> <li>• School Mission Statement “Growing Together in The Spirit of Christ’s Love”</li> <li>• Classroom Code of Conduct</li> <li>• Behaviour for Learning.</li> <li>• Use of Synergy</li> <li>• Use of the rewards system</li> <li>• Recognition of Saints Awards for Year Teams.</li> <li>• Supporting the Prefects and pupil leadership.</li> <li>• Quality Assurance – Learning walks and Pupil Voice</li> <li>• Staff volunteering for duties STEM club and homework club.</li> </ul> | <p>End of life disposal considered during design of KS3 products. Emphasis on designing and making quality not quantity. Projects combined to ensure material use is minimised. Joining methods used which are reversible such as screws rather than glue to aid recycling.</p> <p>Recycled parts in projects such as Engineering lamp project in Y9.</p> <p>GCSE DT NEA and Theory covers rights of workers, designers’ responsibility in terms of sourcing, production, energy usage logistics and disposal.</p> |

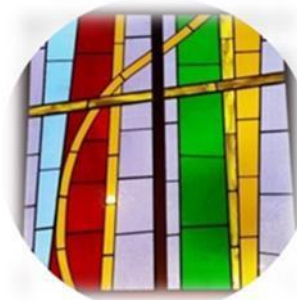
| CST Principle                     | Explanation                                                                                                                                                                                                                                                                                                                                                                                                  | Departmental Link                                                                                                                                                                                                                                                                                                                                                                                                             | Curriculum Link Design Technology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Stewardship and Care for Creation | <p><b>‘The Lord God took the man and put him in the garden of Eden to work it and keep it’. <i>Genesis 2:15</i></b></p> <p>All Hallows Technology Department show we care for creation by:</p> <ul style="list-style-type: none"> <li>• taking responsibility for our environment.</li> <li>• making environmentally responsible choices.</li> <li>• having awe and wonder for the natural world.</li> </ul> | <ul style="list-style-type: none"> <li>• All projects designed with sustainability in mind.</li> <li>• Lifecycle analysis encouraged before projects are chosen at KS4.</li> <li>• Links with Science and Geography in projects.</li> <li>• All rooms kept clean and tidy – monitors in each class</li> <li>• Computers well looked after</li> <li>• Participating and leading international trips: West Coast USA</li> </ul> | <p>Year 10 Textiles SOW includes research and design work to produce a reflective dog coat to protect them from harm</p> <p>Year 10 textiles SOW includes a fashion project made entirely from recycled newspaper which allows students to explore concepts of upcycled design and sustainable manufacture.</p> <p>Y7 and Y8 Robotics projects linking to geography in terms of earthquake survival.</p> <p>GCSE NEA sections include LCA and analysis of different social, moral and ethical issues before projects are chosen.</p> |

| CST Principle                         | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Departmental Link                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Curriculum Link Design Technology                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Solidarity and the Common Good</b> | <p><b>‘In truth I tell you, in so far as you did this to one of the least of these brothers [or sisters] of mine, you did it to me.’ <i>Matthew 25:40</i></b></p> <p>All Hallows Technology Department show solidarity by:</p> <ul style="list-style-type: none"> <li>• raising awareness of social justice.</li> <li>• writing to our local leaders.</li> <li>• praying for others.</li> <li>• making connections.</li> <li>• making socially responsible choices.</li> </ul> | <ul style="list-style-type: none"> <li>• STEM club – making connections with the community and local employers.</li> <li>• Rhythm of prayer throughout the school day</li> <li>• Community connections – Primary school transition days.</li> <li>• Community projects – a number of KS3 and KS4 projects with the community at their heart.</li> <li>• Collaborative learning – lots of group work encouraging pupils to contribute for the good of their team.</li> </ul> | <p>STEM club involved in numerous activities with local employers and groups. See GATSBY policy for more detailed info.</p> <p>School day begins and ends with prayers. Technology have developed their own prayers to be used.</p> <p>KS3 robotics projects linked to BAE systems.</p> <p>Y9 Architecture project linked to Tulketh mill.</p> <p>Y7 and 8 RM and Electronics projects linked to students’ own families.</p> |

| CST Principle                      | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Departmental Link                                                                                                                                                                                                                                                                                                                                                                          | Curriculum Link Design Technology                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Option for the Poor and Vulnerable | <p><b>‘The spirit of the Lord is on me, for he has anointed me to bring the good news to the afflicted. He has sent me... to let the oppressed go free.’</b><br/> <b>Luke 4:18</b></p> <p>All Hallows Technology Department show a preferential option for the poor and vulnerable by:</p> <ul style="list-style-type: none"> <li>• fundraising for charitable causes.</li> <li>• raising awareness.</li> <li>• treating others with dignity and respect.</li> <li>• thinking of the needs of others.</li> </ul> | <ul style="list-style-type: none"> <li>• Inclusive design projects at KS3 and 4</li> <li>• STEM club supporting PP, SEND and vulnerable pupils.</li> <li>• Vulnerable pupils welcomed into the dept at break and lunchtimes to use PCs. Dept members supervising daily.</li> <li>• Christmas in the Quad, raising money.</li> <li>• USA trips, payments help for those in need.</li> </ul> | <p>Year 9 Genie Light SOW: Pupils reflect on the needs of others before developing an electronic outcome.</p> <p>KS4 NEA work requires research into different user groups and socio-economic circumstances before designs can be started.</p> <p>Y9 Architecture project considerations of socio-economic circumstances.</p> <p>KS4 theory work Seneca topics completed on Socio economic factors as well as inclusive design.</p> |

## Catholic Curriculum / Catholic Social Teaching (CST) Links

### SCIENCE



#### Overview

Science, through its teaching of the Human Body, Earth and Space, Genetics and Evolution, Ecology and Physics focuses on how every human person is made unique in the image of God. Each one of us is unique and beautiful and we are called to treat everyone with loving respect. It also explores how our actions are affecting the Earth and that care for creation is paramount.

Lessons on Ecosystems, Atomic Structure and Life Cycle show that we belong to each other and are called to stand side-by-side, in solidarity with each other.

Through topics such as Energy, Health and Ecology, Science explores the principle of the Common Good and how this is reached when we work together to improve the wellbeing of people in our society and wider world. No one should be excluded from the gifts of creation.

Work on Food and Nutrition and Energy touches on the fact that we should work together to create a society where the needs of the poor are considered first.

| CST Principle | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Curriculum Link Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Dignity       | <p><b>‘So, God created mankind in his own image, in the image of God he created them; male and female he created them’. Genesis 1:27</b></p> <p>All Hallows Science Department acknowledge the human dignity of others by:</p> <ul style="list-style-type: none"> <li>• recognising every human person is made in the image and likeness of God.</li> <li>• recognising each one of us is unique and beautiful.</li> <li>• following the call to treat every person and every creature with loving respect.</li> </ul> | <p><b>Year 7</b><br/>Cells, Tissues and Organs - Individuals are unique; we are made in image of God.<br/>Sexual Reproduction in Animals - Embryonic development and the sanctity of life; dignity in sexual relations.</p> <p><b>Year 8</b><br/>Food and Nutrition, Breathing and Respiration, Muscles and Bones - The value of a healthy body; dignity of self and importance of self-care.<br/>Earth and Space Respect for our place on Earth and in the universe.</p> <p><b>Year 9</b><br/>Genetics and Evolution - Everyone is unique but shares key similarities.<br/>Ecosystems and Unicellular Organisms - Respect for all organisms; the importance of preserving biodiversity and caring for others.</p> <p><b>Year 10</b><br/>Chromosomes, Mitosis and Stem Cells - Everyone is a unique creation<br/>Health Issues - Dignity of caring for self and others.<br/>Communicable Disease and Drug Development - Dignity of caring for self and others.</p> <p><b>Year 11</b><br/>Reproduction and Genetic Inheritance - Everyone is unique, but shares key similarities, dignity of life.<br/>Ecology - Respect for all organisms; the importance of preserving biodiversity and caring for others.<br/>Space Physics - Respect for our place on Earth and in the universe.</p> |

| CST Principle | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Curriculum Link Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Solidarity    | <p><b>‘A companion for Adam. Then the Lord God said, “I see that it is not good for the man to be alone. I will make the companion he needs, one just right for him’. <i>Genesis 2:18</i></b></p> <p>All Hallows Science Department show we are part of a community by:</p> <ul style="list-style-type: none"> <li>• acknowledging we belong to each other.</li> <li>• recognising we are called to stand side by side with each other, especially those living in poverty.</li> </ul> | <p><b>Year 7</b><br/>Practical Work - Working together and supporting others.</p> <p><b>Year 8</b><br/>Food and Nutrition - Interdependence of organisms.<br/>Practical Work - Working together and supporting others.</p> <p><b>Year 9</b><br/>Combustion - Our role in looking after the planet, and the impact of human activities on the planet (e.g. global warming).<br/>Ecosystems and Unicellular Organisms - Interdependence and the importance of working together to protect organisms, habitats and the planet<br/>Practical Work - Working together and supporting others.</p> <p><b>Year 10</b><br/>Atomic Structure and Periodic Table - Working together to develop the model of the atom and the periodic table.<br/>Combustion of Hydrocarbons - Our role in looking after the planet, and the impact of human activities on the planet (e.g. global warming).<br/>Life Cycle Assessments and Using Resources - Our role in looking after the planet, and the impact of human activities on the planet (e.g. global warming); importance of sustainability.<br/>Practical Work - Working together and supporting others.</p> <p><b>Year 11</b><br/>Evolution - Working with others to improve understanding of evolution.<br/>Ecology - Interdependence and the importance of working together to protect organisms, habitats and the planet.<br/>Practical Work - Working together and supporting others in practical activities.</p> |

| CST Principle          | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                    | Curriculum Link Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>The Common Good</b> | <p><b>‘As water reflects the face, so one’s life reflects the heart’.</b><br/><b><i>Proverbs 27:19</i></b></p> <p>All Hallows Science Department show the common good by:</p> <ul style="list-style-type: none"> <li>• working together to improve the wellbeing of people in our society and the wider world.</li> <li>• recognising that the Earth belongs to everyone, and no one should be excluded from the gifts of creation.</li> </ul> | <p><b>Year 7</b><br/>Earth and Space - Working together to study space and the quest for knowledge; the Earth as God’s creation</p> <p><b>Year 8</b><br/>Food and Nutrition - The importance of a balanced diet and food security.<br/>Breathing and Respiration, Muscles and Bones - Access to healthcare; sacrifice to care for others.<br/>Metals and Making Materials - Effects of pollution on the environment and conservation of materials</p> <p><b>Year 9</b><br/>Ecosystems and Unicellular Organisms - The importance of community; working to protect homes and habitats for the common good.<br/>Combustion - Sustainability and stewardship of our planet for future generations.</p> <p><b>Year 10</b><br/>Combustion of Hydrocarbons - Our role in looking after the planet, and the impact of human activities on the planet (e.g. global warming).<br/>Life Cycle Assessments and Using Resources - Our role in looking after the planet, and the impact of human activities on the planet (e.g. global warming); importance of sustainability.<br/>Energy - Conserving resources and sustainability<br/>Health Issues - Importance of health care in maintaining wellbeing</p> <p><b>Year 11</b><br/>Space Physics - Working together to study space and the quest for knowledge; the Earth as God’s creation.<br/>Ecology - The importance of community; working to protect homes and habitats for the common good; methods of preserving biodiversity.</p> |

| CST Principle                                 | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                      | Curriculum Link Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The dignity of work and participation.</p> | <p><b>‘As water reflects the face, so one’s life reflects the heart’.</b><br/> <b><i>Proverbs 27:19</i></b></p> <p>All Hallows Science Department acknowledge the dignity of work and participation by:</p> <ul style="list-style-type: none"> <li>• putting the human person first before the pursuit of profit.</li> <li>• recognising that work is an essential part of our human dignity and everyone has a right to participate.</li> </ul> | <p><b>Year 7-9</b><br/>           Practical Work - Working together towards a common goal; the importance of working to keep ourselves and other safe.<br/>           Careers Tasks - Purpose and value of work; use of science for the good of humanity.</p> <p><b>Year 10</b><br/>           Practical Work - Working together towards a common goal; the importance of working to keep ourselves and other safe.<br/>           Evolution - Working together towards a common goal.<br/>           Atomic Structure and Periodic Table - Working together towards a common goal</p> <p><b>Year 11</b><br/>           Practical Work Working together towards a common goal; the importance of working to keep ourselves and other safe.</p> |

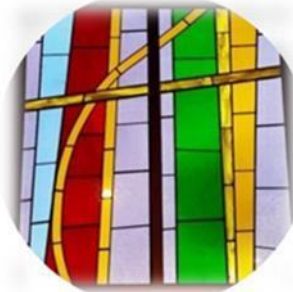
| CST Principle                       | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Curriculum Link Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Creation and the Environment</b> | <p><b>‘The Lord God took the man and put him in the garden of Eden to work it and keep it’. <i>Genesis 2:15</i></b></p> <p>All Hallows Science Department show we care for creation by:</p> <ul style="list-style-type: none"> <li>• recognising that everyone on the planet should consider how our actions are affecting the earth and the poorest people.</li> <li>• acknowledging everything is interconnected and it’s our vocation to care for creation.</li> </ul> | <p><b>Year 7</b><br/>           Particles and Fluids - The fundamental nature of God’s creation.<br/>           Earth and Space - Earth as the unique home of life.</p> <p><b>Year 8</b><br/>           Forces - The wonder of discovery.<br/>           Earth and Space - Our place in the universe; the magnificent nature of Earth.<br/>           Sound - Diversity of species; the gift of hearing.<br/>           Light - The gift of sight.</p> <p><b>Year 9</b><br/>           Ecosystems and Unicellular Organisms - Biodiversity; the wonder of creation; our place in the community; interdependence.<br/>           Plant Reproduction and Growth - Biodiversity; the wonder of creation; our place in the community; interdependence.<br/>           Genetics and Evolution - The wonder of creation and development of life on Earth • Combustion Stewardship of our planet<br/>           Chromosomes, Mitosis and Stem Cells - Use of embryos in medical treatments.<br/>           Combustion - Stewardship of our planet.</p> <p><b>Year 10</b><br/>           Chromosomes, Mitosis and Stem Cells – Use of embryos in medicine.<br/>           Combustion – Stewardship of our planet.</p> <p><b>Year 11</b><br/>           Reproduction and Genetic Inheritance - The wonder of creation and development of life; embryo screening and the sanctity of life.<br/>           Hormones and Reproduction - Contraception and IVF; the sanctity of life.<br/>           Evolution - The development of life on Earth.<br/>           Earth’s Atmosphere - The development of life on Earth.</p> |

| CST Principle                                    | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Curriculum Link Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Option for the Poor and Vulnerable</b></p> | <p><b>‘For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me’. <i>Matthew 25:35-40</i></b></p> <p>All Hallows Science Department show a preferential option for the poor and vulnerable by:</p> <ul style="list-style-type: none"> <li>• recognising God’s love is universal.</li> <li>• acknowledging we should work together to create a society where the needs of the poor are always considered first.</li> </ul> | <p><b>Year 7</b><br/>           Energy - Basic human rights and fuel poverty.<br/>           Cells, Tissues and Organs - Meeting the basic needs of organisms</p> <p><b>Year 8</b><br/>           Food and Nutrition - The importance of a balanced diet and effects of malnutrition; access to health care for all</p> <p><b>Year 9</b><br/>           Genetics and Evolution - Impact of genetic diseases on vulnerable people.<br/>           Combustion - Impact of climate change on poorer nations</p> <p><b>Year 10</b><br/>           Energy - Meeting basic human needs by choosing sustainable energy resources.</p> <p><b>Year 11</b><br/>           Ecology - Ensuring food security for all.<br/>           Life Cycle Assessments and Using Resources - Evaluating different resources for sustainability.</p> |

| CST Principle                      | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Curriculum Link Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Rights and Responsibilities</b> | <p><b>‘For everything God has created is good, and nothing is to be rejected if it is received with gratitude; for it is sanctified [set apart, dedicated to God] by means of the word of God and prayer’.</b><br/> <b>1 Timothy 4:4-5</b></p> <p>All Hallows Science Department show rights and responsibilities by:</p> <ul style="list-style-type: none"> <li>• recognising everyone has the right to food, work, clothes, shelter, education and medical care.</li> <li>• acknowledging it is our responsibility to ensure that everyone receives their rights.</li> </ul> | <p><b>Year 7</b><br/> Sexual Reproduction in Animals The right to and sanctity of life.</p> <p><b>Year 8</b><br/> Food and Nutrition - The importance of a balanced diet and food security.<br/> Breathing and Respiration, Muscles and Bones - The right to access to healthcare.<br/> Metals and Making Materials - The importance of recycling in sustainability and protecting the planet; the use of materials to provide shelter.</p> <p><b>Year 9</b><br/> Combustion - Our responsibility to look after the planet; the impact of climate change and pollution.<br/> Genetics and Evolution - Competition between organisms</p> <p><b>Year 10</b><br/> Health Issues - Right to health care for all.<br/> Communicable Diseases and Drug Development - Right to effective and safe health treatment.</p> <p><b>Year 11</b><br/> Ecology - The importance of community; working to protect homes and habitats for the common good; methods of preserving biodiversity.<br/> Life Cycle Assessments and Using Resources - Evaluating different resources for sustainability.</p> |

## Catholic Curriculum / Catholic Social Teaching (CST) Links

### ENGLISH



#### Overview

##### KS3

The Year 7 curriculum deals with the ideas of morality and good and evil in both the 'heroes and Villains' unit and through the study of 'The Boy in the Striped Pyjamas'. The text study makes us question morality further, dealing with issues surrounding using conscience to guide our decision making, natural law, and, particularly through discussions surrounding the Holocaust, questions arising from the mystery of suffering. This is then extended to making students aware of human responsibility to the world and stewardship through the study of charity work in 'Advertising and Media'.

The study of 'An Inspector Calls' at the beginning of the academic year brings into question issues such as oppression, fundamental human rights and the Catholic Social Teaching surrounding human dignity. We then extend our examination of the meaning of suffering and life and death in 'Disaster Writing' unit, which parallels the ideals of awe and wonder which are examined as part of Travel Writing. We use our Cultural Poetry unit to examine many themes in Catholic education, such as prejudice and discrimination, the sanctity of life, the dignity of the human body, Imago Dei, and questions arising from the mystery of suffering, particularly when studying poems such as 'Stephen Lawrence' and 'Thirteen' which deal with racially motivated crimes against human beings. Finally, we cover the Catholic Social Teaching surrounding the common good in our Spring Green unit, which encourages students to think about their contributions to a community and what is best for the collective as well as to the individual.

### **KS3 Continued...**

The study of *Of Mice and Men* in the Marginalised Identities in Fiction unit expands on previous links to the Catholic curriculum, particularly in relation to human responsibility to others, the Catholic Social Teachings on human dignity and the preferential option for the poor and marginalised. Macbeth gives us the option to explore Good and evil, and the nature of sin and forgiveness. Students then explore and use their gifts and talents in the creative writing unit 'The Art of the Anecdote' before moving on to 'Modern Poetry' which, again, explores a range of moral issues. The unit explores Prejudice and discrimination, human dignity, human responsibility, and Imago Dei, particularly in relation to discussions about race and prejudice in *Flax*, *Mr Oxford Don* and *Still I Rise*. The poem *Out of the Blue*, covering the suffering caused by 9/11, covers the ideas of lived religion and questions arising from the mystery of suffering. Finally, our 'News and Media' unit, which specifically focuses on the usage of social media, covers human responsibility to others, freedom, responsibility, conscience, and the sanctity of life as we discuss the positive and negative impacts that social media can have on others, and how our conduct on social media can impact on the world around us.

### **KS4**

In Key Stage 4, the GCSE curriculum provides numerous crossovers with the Catholic curriculum, specifically through many of the texts that are studied. The course begins with a study of selection of war poetry, which offers the opportunity to discuss Life and death, good and evil, and the challenges posed by evil and suffering, particularly in the poems *Dulce et Decorum Est* and *Mametz Wood*. The study of the text *A Christmas Carol* foregrounds many Catholic teachings, specifically social responsibility, care for our fellow humans and the rejection of material gain at the expense of everything else. Love and marriage are heavily featured in our *Love Poetry* cluster, with specific reference to teaching on the dignity of the human body in the poem *She Walks in Beauty*, and Catholic beliefs on life after death, which are specifically referenced in the final lines of Sonnet 43. The study of *Blood Brothers* offers us the opportunity to examine the Underlying discussion on Catholic faith and how it manifests within working class society. Our final poetry clusters, focusing on a sense of place and the relationship between man and nature, give us the opportunity to closely examine the awe and wonder of creation, human responsibility to the world and natural revelation. In Year 11, our final play, *Romeo and Juliet*, contains and synthesises a number of Catholic teachings such as sin and forgiveness, the vocation of marriage, love of neighbour, morality (specifically the nature of difficult decisions regarding sin) and vocation to religious orders through the character of Friar Lawrence.

| Catholic Teaching                                                                                                                                                                                                                                                                                           | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Curriculum Link English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Good and Evil</p> <p>Morality of using free will to make the right choice</p> <p>Natural Law</p> <p>Choosing the right path.</p> <p>Using conscience to guide our decision making</p> <p>Questions arising from the mystery of suffering</p> <p>Human responsibility to the world</p> <p>Stewardship</p> | <p><b>‘Start children off on the way they should go, and even when they are old they will not turn from it’. <i>Proverbs 22:6</i></b></p> <p>All Hallows English Department implement Catholic teachings by:</p> <ul style="list-style-type: none"> <li>recognising the ideas of morality and good &amp; evil in texts.</li> <li>acknowledging fundamental human rights and Catholic Social Teaching in texts and writing.</li> <li>promoting stewardship of the earth in persuasive writing.</li> </ul> | <p><b>Year 7</b></p> <p><b>Heroes and Villains (5 Weeks)</b></p> <p>Reading: Analytical paragraph on character description.<br/>Writing: Description of students’ own hero or villain.<br/>Summative: Presentation of a character question.</p> <p><b>The Boy in the Striped Pyjamas (8 Weeks)</b></p> <p>Reading: PEA paragraph on Gretel.<br/>Writing: Bruno informal letter to a friend about moving.<br/>Summative: Bruno’s letter to Grandma <i>Content to cover: Outwith; School; The Fury</i></p> <p><b>Advertising/Media</b></p> <p>Reading: Analytical paragraph on the persuasive features of a charity advert.<br/>Writing: Text to be included on an advertisement poster for an animal charity.<br/>Summative: Analysis of a charity advertisement.</p> |

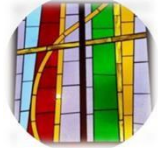
| Catholic Teaching                                                                                                                                                                                                                                                                                                                                            | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Curriculum Link English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Morality play</p> <p>Oppression / Suffering</p> <p>Fundamental human rights</p> <p>Human dignity</p> <p>Forgiveness</p> <p>The meaning of suffering</p> <p>Life and death</p> <p>Humans and the rest of creation</p> <p>Wonder and awe</p> <p>Prejudice and discrimination.</p> <p>Sanctity of life</p> <p>Dignity of the human body</p> <p>Imago Dei</p> | <p><b>‘In everything set them an example by doing what is good. In your teaching show integrity, seriousness, and soundness of speech’. <i>Titus 2:7-8</i></b></p> <p>All Hallows English Department implement Catholic teachings by:</p> <ul style="list-style-type: none"> <li>• promoting the dignity of all humans and the sanctity of life.</li> <li>• recognising the ideas of morality and good &amp; evil, and life &amp; death in texts.</li> <li>• acknowledging fundamental human rights and Catholic Social Teaching in texts and writing.</li> <li>• promoting the wonder and awe of God’s creation.</li> </ul> | <p><b>Year 8</b></p> <p><b>Class Play</b><br/> Reading: Analytical paragraph on a character/theme using a focus extract.<br/> Writing: Letter between one character to another.<br/> Summative: Presentation of a character question.</p> <p><b>Disaster Writing</b><br/> Reading: 10 comprehension retrieval questions based on a text<br/> Writing: Diary Entry from a Survivor.<br/> Summative: Comprehension test based on one text.</p> <p><b>Travel Writing</b><br/> Reading: Comprehension – Impressions question based on a piece of travel writing.<br/> Writing: Satirical postcard about a landmark.<br/> Summative: Description of your local area.</p> <p><b>Cultural Poetry</b><br/> Reading: Analytical paragraph on an anthology poem.<br/> Writing: Description of a life-changing event.<br/> Summative: Extended poetry analysis of an anthology poem.</p> <p><b>Spring Green</b><br/> Writing: Feedback on a section of notes or script. Speaking and Listening: Spring Green debate.</p> |

| Catholic Teaching                                      | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Curriculum Link English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Human responsibility to others                         | <p><b>‘Let my teaching fall like rain and my words descend like dew, like showers on new grass, like abundant rain on tender plants’. <i>Deuteronomy 32:2</i></b></p> <p>All Hallows English Department implement Catholic teachings by:</p> <ul style="list-style-type: none"> <li>• promoting the dignity of all humans and the sanctity of life.</li> <li>• recognising the ideas of morality and good &amp; evil, and sin &amp; forgiveness in texts.</li> <li>• acknowledging fundamental human rights and Catholic Social Teaching in texts and writing.</li> <li>• promoting solidarity and common good when studying prejudice and discrimination.</li> </ul> | <p><b>Year 9</b></p> <p><b>Marginalised Identities in Fiction</b><br/> Reading: Extract analysis of a key moment.<br/> Writing: Diary entry as Curley’s wife after a key moment.<br/> Summative: Character analysis of a marginalised character using an extract as stimulus.</p> <p><b>Macbeth</b><br/> Reading: Extract analysis of Lady Macbeth A1 S5.<br/> Writing: Lady Macbeth letter to Macbeth.<br/> Summative: How does Shakespeare present the theme of ambition in the play Macbeth?</p> <p><b>The Art of the Anecdote</b><br/> Reading: Extended comprehension task (Fiction)<br/> Writing: Introductory paragraph to a narrative.<br/> Summative: Narrative story based on four agreed titles.</p> <p><b>News and Media</b><br/> Reading: Extended comprehension task (Non-fiction)<br/> Writing: Persuasive writing about the positive or negative aspects of social media.<br/> Summative: Article based on views surrounding social media.</p> |
| Human dignity                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Preferential option for the poor/marginalised          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Good and evil                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Sin and forgiveness                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Morally evil                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| The Holy Spirit                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Prejudice and discrimination                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Human dignity                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Human responsibility                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Imago Dei                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 9/11 – Questions arising from the mystery of suffering |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| Catholic Teaching                 | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Curriculum Link English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Life and Death                    | <p><b>‘Start children off on the way they should go, and even when they are old they will not turn from it’. <i>Proverbs 22:6</i></b></p> <p>All Hallows English Department implement Catholic teachings by:</p> <ul style="list-style-type: none"> <li>• promoting social responsibility and care for others.</li> <li>• recognising the ideas of morality and good &amp; evil, and life &amp; death in texts.</li> <li>• acknowledging that we should love our neighbour and treat others with dignity.</li> <li>• promoting the wonder and awe of God’s creation.</li> </ul> | <p><b>Year 10</b></p> <p><b>War Poetry</b></p> <ul style="list-style-type: none"> <li>• Life and death</li> <li>• Good and Evil</li> <li>• Challenges posed by evil and suffering</li> </ul> <p><b>A Christmas Carol</b></p> <ul style="list-style-type: none"> <li>• Social responsibility,</li> <li>• Care for our fellow humans</li> <li>• The rejection of material gain at the expense of everything else</li> </ul> <p><b>Love Poetry</b></p> <ul style="list-style-type: none"> <li>• Love and marriage</li> <li>• Teaching on the dignity of the human body (SWIB)</li> <li>• Catholic beliefs on life after death (Sonnet 43)</li> </ul> <p><b>Blood Brothers</b></p> <ul style="list-style-type: none"> <li>• Underlying discussion on Catholic faith and how it manifests within working class society</li> </ul> <p><b>Man and Nature Poetry, Place Poetry</b></p> <ul style="list-style-type: none"> <li>• Awe and wonder of creation</li> <li>• Human responsibility to the world</li> <li>• Natural revelation</li> </ul> <p><b>English Language</b><br/> Narrative Writing<br/> Fiction Comprehension<br/> Transactional Writing</p> |
| Good and Evil                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Evil and Suffering                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Social Responsibility             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Dignity of the human body         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Awe and Wonder of Creation        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Human responsibility to the World |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

| Catholic Teaching                      | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Curriculum Link English                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sin and Forgiveness                    | <p><b>‘In everything set them an example by doing what is good. In your teaching show integrity, seriousness, and soundness of speech’. <i>Titus 2:7-8</i></b></p> <p>All Hallows English Department implement Catholic teachings by:</p> <ul style="list-style-type: none"> <li>• promoting the dignity of all humans and the sanctity of life.</li> <li>• recognising the ideas of morality and sin &amp; forgiveness in texts.</li> <li>• acknowledging that we should love our neighbour and treat others with dignity.</li> <li>• promoting the vocation of marriage and religious vocation.</li> </ul> | <p><b>Year 11</b></p> <p><b>Romeo and Juliet</b></p> <ul style="list-style-type: none"> <li>• Sin and forgiveness</li> <li>• Vocation – marriage</li> <li>• Love of neighbour</li> <li>• Morality</li> <li>• Vocation to religious orders – Friar Lawrence Unseen Poetry</li> </ul> <p><b>English Language</b><br/>Non-fiction Comprehension<br/>Transactional Writing</p> |
| Vocation – Marriage / Religious Orders |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                            |
| Morality                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                            |
| Love of Neighbour                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                            |

# Catholic Curriculum / Catholic Social Teaching (CST) Links



## HISTORY

### Overview

In our curriculum we study the people, places and key events that have shaped our lives. They come from all social classes, gender, age, religion and race. We help our students to connect with the past and to understand our community's place in the world and study how people all over the world have overcome challenges to thrive and survive. We seek to inspire students to be reflective, thoughtful and considerate in their approach to the accuracy of what they read, see, and hear.

At the heart of our study of history lie the principles of human dignity and human responsibility. We use stories of people throughout the world and ages to teach students about the dignity of the human person, considering them all as being made in the image and likeness of God. Our history curriculum facilitates an in-depth exploration of developments in topics such as human rights and civic responsibility and explores the development of the fundamental rights of individuals and groups through our study of topics such as Magna Carta, the abolition of the slave trade, workers' rights, the changing role of women and universal suffrage.

In Key Stage 3, through our work on the Silk Roads in Year 7, Slavery in Year 8 and the Holocaust in Year 9, we teach students to explore ethical and moral issues sensitively and with compassion.

The history curriculum undoubtedly deals with the darker side of human activity through the study of, government, war and conflict. We consider how key organisations and individuals have worked to resolve conflict through peace settlements and discussion in a way which has brought communities to work together to end wars and struggle. Students are taught to understand the causes, consequences and events of war whilst thinking compassionately and critically about what we can learn from these historical events about the value of all human life.

We also study those brave individuals who have fought for the Common Good for example, for example William Wilberforce's campaign to abolish slavery, Emmeline Pankhurst's fight to win votes for women and Martin Luther King's passionate struggle to gain civil rights for all in America. We consider all those who are less fortunate than us and how this impacted their lives and how social developments have affected dignity of work for example when we look at 1920's USA. Finally, we look at how humans have interacted and used the land God created to suit their needs. An example of this could be the construction of castles, development of industrial towns and public health in Britain through the ages.

| Catholic Teaching                               | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Curriculum Link History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Ethics and Morality</p> <p>Human Dignity</p> | <p><b>‘Things that we have heard and known, that our fathers have told us. We will not hide them from their children, but tell to the coming generation the glorious deeds of the Lord, and his might, and the wonders that he has done.’ Psalm 78:3-4</b></p> <p>All Hallows History Department implement Catholic teachings by:</p> <ul style="list-style-type: none"> <li>• recognising every human person is made in the image and likeness of God.</li> <li>• exploring ethical and moral issues sensitively and with compassion.</li> <li>• thinking critically about what we can learn from these historical events about the value of all human life.</li> <li>• studying those who have stood up for human rights.</li> </ul> | <p><b>Year 7</b></p> <p><b>What is an Historian? What does an Historian look like?</b></p> <p>Understanding chronology and evidence handling skills. Dealing with interpretations.</p> <p><b>Why were the Silk Roads so important?</b></p> <p>What was the extent of the Silk Roads? The growth of trade, spread of religion, sharing of wisdom and development of slavery. Genghis Khan and the Mongol Empire. Why did the Silk Roads influence end?</p> <p><b>What was the impact of the Norman Conquest?</b></p> <p>England pre-1066. Claimants to the throne. Battles of Stamford Bridge and Hastings. William I’s problems. Feudal System, Castles, Domesday Book.</p> <p><b>What might life have been like in medieval Preston and Penwortham?</b></p> <p>Medieval villages, towns. Preston in the Domesday Book. Sports, pastimes &amp; food. The role of the Church, Murder of Thomas Becket. Magna Carta</p> <p><b>How did the Black Death change England?</b></p> <p>Medieval Medicine, study of the Black Death and the Peasants’ Revolt.</p> <p><b>What was it like to be a medieval woman?</b></p> <p>Ordinary &amp; noble women<br/>Queen Matilda<br/>Joan of Arc</p> <p><b>Was England a good neighbour in the Medieval Era?</b> England’s relations with Wales, Scotland, Ireland and France.</p> |

| Catholic Teaching                               | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Curriculum Link History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Ethics and Morality</p> <p>Human Dignity</p> | <p><b>‘Things that we have heard and known, that our fathers have told us. We will not hide them from their children, but tell to the coming generation the glorious deeds of the Lord, and his might, and the wonders that he has done.’ Psalm 78:3-4</b></p> <p>All Hallows History Department implement Catholic teachings by:</p> <ul style="list-style-type: none"> <li>• recognising every human person is made in the image and likeness of God.</li> <li>• exploring ethical and moral issues sensitively and with compassion.</li> <li>• thinking critically about what we can learn from these historical events about the value of all human life.</li> <li>• studying those who have stood up for human rights.</li> </ul> | <p><b>Year 8</b></p> <p><b>What was the legacy of the Tudor monarchs?</b><br/>Overview 1485 – 1688 Was the rule of Elizabeth I “A Golden Era”?</p> <p><b>Why was the reign of the Stuarts so traumatic?</b> Was Guy Fawkes a terrorist or a freedom fighter? Causes, soldiers and events of the English Civil War. Battle of Preston in 1648. Execution of Charles. The Commonwealth &amp; Cromwell.</p> <p><b>What was the impact of the Industrial Revolution?</b><br/>Domestic System. Growth of factories and towns (Preston in the 19<sup>th</sup> C.)<br/>Factory conditions and reforms. Transport revolution. Social impact. Key inventions/ inventors</p> <p><b>Was Britain complicit in the Slave Trade?</b> Growth of the British empire. The Slave Trade Triangle, plantations life. Local study of Lancaster &amp; Liverpool’s involvement. Resistance and abolition.</p> <p><b>How close was Britain to revolution in the 18th and 19th centuries?</b><br/>French Revolution. 19<sup>th</sup> Century political protests (Luddites, Chartists &amp; Peterloo Massacre, Preston Workers Strike 1842)</p> <p><b>Did things get better under Victoria?</b><br/>Women’s roles, education, health, fun, shopping. Charles Darwin. The Irish Potato Famine. What was Britain like by 1900?</p> |

| Catholic Teaching  | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Curriculum Link History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Evil and Suffering | <p><b>‘Things that we have heard and known, that our fathers have told us. We will not hide them from their children, but tell to the coming generation the glorious deeds of the Lord, and his might, and the wonders that he has done.’ Psalm 78:3-4</b></p> <p>All Hallows History Department implement Catholic teachings by:</p> <ul style="list-style-type: none"> <li>recognising every human person is made in the image and likeness of God.</li> <li>exploring ethical and moral issues sensitively and with compassion.</li> <li>thinking critically about what we can learn from these historical events about the value of all human life.</li> <li>studying those who have stood up for human rights.</li> </ul> | <p><b>Year 9</b></p> <p><b>Why was Jack the Ripper able to evade capture in 1888?</b><br/>Life for women in Victorian England. Conditions in Whitechapel.</p> <p>Jack the Ripper’s victims, suspects and the investigation.</p> <p><b>Why did women get the vote in 1918?</b><br/>The role of women at the turn of the 20<sup>th</sup> century. Campaign for women’s suffrage. Local study of Edith Rigby. Emily Wilding Davidson. Women’s work in WW1.</p> <p><b>How did the morale of soldiers change during WW1?</b> Long and short term causes. Recruitment, trench warfare. The Battle of the Somme. Soldiers from the empire. The Treaty of Versailles.</p> <p><b>How were the Nazis able to murder 20 million people?</b><br/>Hitler’s rise and consolidation of power. Life in Nazi Germany. Nazi policies on minorities and persecution of Jewish people.<br/>The Holocaust/ Final Solution<br/>Nuremburg Trials.</p> <p><b>How significant was WW2 to British people’s lives?</b><br/>Dunkirk, Battle of Britain. Life in Britain during WW2. Independence in Africa and India. Migration to Britain.</p> <p><b>How did health and medicine develop in the 20<sup>th</sup> Century?</b><br/>Understanding of the explanations of the causes of disease. Development of surgery in WW1, Penicillin, the Welfare State and the NHS.</p> |
| Peace and Conflict |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Common Good        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Sanctity of Life   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| Catholic Teaching                                        | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Curriculum Link History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Sanctity of Life<br><br>Common Good<br><br>Human Dignity | <p><b>‘Things that we have heard and known, that our fathers have told us. We will not hide them from their children, but tell to the coming generation the glorious deeds of the Lord, and his might, and the wonders that he has done.’ Psalm 78:3-4</b></p> <p>All Hallows History Department implement Catholic teachings by:</p> <ul style="list-style-type: none"> <li>• recognising every human person is made in the image and likeness of God.</li> <li>• exploring ethical and moral issues sensitively and with compassion.</li> <li>• thinking critically about what we can learn from these historical events about the value of all human life.</li> <li>• studying those who have stood up for human rights.</li> </ul> | <p><b>Year 10</b></p> <p><b>Health and the people: Medicine stands still</b><br/>Medieval medicine, Medical progress. Christianity and Islamic medicine. Public health and Black Death.</p> <p><b>The beginnings of change</b><br/>Impact of the Renaissance / Dealing with and prevention of disease.</p> <p><b>A revolution in medicine</b><br/>Germ Theory. Revolution in surgery. Public health improvements.</p> <p><b>Modern medicine</b><br/>Treatment of disease.<br/>Impact of technology &amp; war on surgery. Public health, Liberal Reforms, Welfare State, NHS.</p> <p><b>Norman England</b><br/>The Normans: conquest &amp; control. Causes, claimants, Military aspects. Keeping order. William I 's rule; William II.</p> <p><b>Life under the Normans</b><br/>Feudal system, land distribution, Domesday Book. Legal System. Economic &amp; social change, towns &amp; village life. Forest Laws.</p> <p><b>Norman Church &amp; Monasticism</b><br/>Church before 1066; reforms. Building of churches &amp; cathedrals; structure &amp; courts; Church &amp; state relations.<br/>Monasticism: reforms, building abbeys and monasteries; monastic life;</p> <p><b>America and the 'Boom'</b><br/>Social and cultural developments. Divided society, racism, crime and prohibition.</p> |

| Catholic Teaching  | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Curriculum Link History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sanctity of Life   | <p><b>‘Things that we have heard and known, that our fathers have told us. We will not hide them from their children, but tell to the coming generation the glorious deeds of the Lord, and his might, and the wonders that he has done.’ Psalm 78:3-4</b></p> <p>All Hallows History Department implement Catholic teachings by:</p> <ul style="list-style-type: none"> <li>• recognising every human person is made in the image and likeness of God.</li> <li>• exploring ethical and moral issues sensitively and with compassion.</li> <li>• thinking critically about what we can learn from these historical events about the value of all human life.</li> <li>• studying those who have stood up for human rights.</li> </ul> | <p><b>Year 11</b></p> <p><b>Bust – America in Depression and the New Deal</b><br/> The effects of the New Deal<br/> Roosevelt. Impact of WW2</p> <p><b>Post-war America</b><br/> Society and economy<br/> Racial tension and developments in Civil Rights<br/> The ‘Great Society’</p> <p><b>Conflict and Tension in Asia:</b><br/> <b>Conflict in Korea</b><br/> Causes and developments of the Korean War.<br/> End of the Korean War <b>Escalation of conflict in Vietnam</b><br/> The end of French colonial rule<br/> The nature of US involvement.<br/> Johnson’s War.</p> <p><b>Ending the conflict in Vietnam</b><br/> Nixon’s War: Vietnamisation.<br/> Chemical warfare. Bombing campaign of 1970-1972.<br/> Relations with China.<br/> Widening of the war into Laos and Cambodia.</p> <p><b>Opposition to war:</b><br/> Kent State University. Role of the media. Watergate.<br/> The end of the war: Paris Peace Talks. Kissinger. US withdrawal.<br/> Fall of Saigon. The price of conflict. Vietnam in 1975.</p> |
| Common Good        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Peace and Conflict |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## **Catholic Curriculum / Catholic Social Teaching (CST) Links**

### **MODERN FOREIGN LANGUAGES**



#### **Overview**

In MFL, we promote Catholic Social Teaching in a variety of ways. We recognise that all students have different learning styles, and our French and Spanish curriculum is designed to be inclusive, supportive and challenging so that all students can reach their potential.

We promote the importance of accepting other cultures and recognise that we are all part of a local, regional, national and global community.

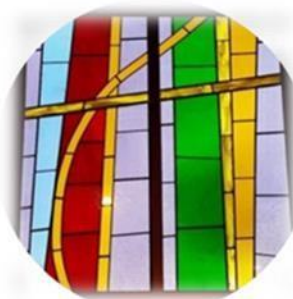
More specifically, we learn about helping others, we reflect upon the importance of family and good role models, and we discuss holidays, feasts and festivals in Catholic countries at Key Stage 3.

At Key Stage 4 we cover a range of environmental issues and reference the importance of charity work, solidarity and the need to protect our environment both locally and around the world, the essence of loving thy neighbour and being a steward of all of God's creation.

| Catholic Teaching | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Curriculum Link Modern Foreign Languages                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Human Dignity     | <p><b>‘And they were all filled with the Holy Spirit and began to speak in other tongues as the Spirit gave them utterance. Now there were dwelling in Jerusalem Jews, devout men from every nation under heaven’. Acts 2 (1-5)</b></p> <p>All Hallows Modern Foreign Languages Department implement Catholic teachings by:</p> <ul style="list-style-type: none"> <li>• promoting Catholic Social Teaching in a variety of ways.</li> <li>• recognising that all students have different learning styles, and our French and Spanish curriculum is designed to be inclusive, supportive and challenging so that all students can reach their potential.</li> <li>• promoting the importance of accepting other cultures and recognise that we are all part of a local, regional, national and global community.</li> </ul> | <p><b>KS3</b></p> <p>We promote the importance of accepting other cultures and recognise that we are all part of a local, regional, national and global community.</p> <p>More specifically, we learn about:</p> <ul style="list-style-type: none"> <li>• uniqueness</li> <li>• gifts and talents</li> <li>• family</li> <li>• helping others.</li> <li>• we reflect upon the importance of community and good role models.</li> <li>• we discuss holidays, feasts and festivals in Catholic countries.</li> </ul> |
| Common Good       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Solidarity        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>KS4</b></p> <p>We cover a range of environmental issues and reference the importance of:</p> <ul style="list-style-type: none"> <li>• charity work.</li> <li>• solidarity and the need to protect our environment both locally and around the world.</li> <li>• the essence of loving thy neighbour and being a steward of all of God’s creation.</li> </ul>                                                                                                                                                 |

# Catholic Curriculum / Catholic Social Teaching (CST) Links

## PHYSICAL EDUCATION



### Overview

Physical Education promotes Catholic Social Teaching in a variety of ways.

Sportsmanship is celebrated within lessons, and students are encouraged to make a positive contribution within school and the wider society.

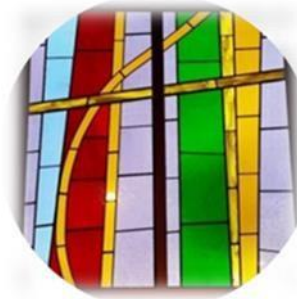
Leadership opportunities are available for those students who would like to give something back to the community. Pupils regularly support events for primary and secondary school children.

Solidarity amongst pupils is an important part of PE. Being a team player and working collaboratively with others is a big part of our PE curriculum. Respect for the others and the environment in which students work is highly valued.

| Catholic Teaching | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Curriculum Link Physical Education                                                                                                                                                                                                                                                                                                                                                             |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Human Dignity     | <b>‘Be strong and do not give up, for your work will be rewarded.’ 2 Chronicles 15:7</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>KS3 and KS4</b>                                                                                                                                                                                                                                                                                                                                                                             |
| Common Good       | All Hallows Physical Education Department implement Catholic teachings by:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | The PE Curriculum supports the value of human dignity by encouraging our student to be virtuous. This is shown through:                                                                                                                                                                                                                                                                        |
| Solidarity        | <ul style="list-style-type: none"> <li>• promoting Catholic Social Teaching in a variety of ways.</li> <li>• celebrating within lessons, and students are encouraged to make a positive contribution within school and the wider society.</li> <li>• enabling leadership opportunities are available for those students who would like to give something back to the community. Pupils regularly support events for primary and secondary school children.</li> <li>• enabling solidarity amongst pupils is an important part of PE. Being a team player and working collaboratively with others is a big part of our PE curriculum. Respect for the others and the environment in which students work is highly valued.</li> </ul> | <ul style="list-style-type: none"> <li>• compassion and respect for opponents and teammates.</li> <li>• pupils learning about the importance compassion and dignity for all people.</li> <li>• understanding the role sport can play in promoting peace and inclusivity.</li> <li>• pupils learn about the importance of forgiveness towards others and the value of sportsmanship.</li> </ul> |

## Catholic Curriculum / Catholic Social Teaching (CST) Links

### ART



#### Overview

The Art curriculum at All Hallows embeds Catholic values by fostering creativity, empathy, and a sense of beauty rooted in the divine.

Through art, students can explore themes of compassion, justice, and reverence for life, aligning with Catholic teachings on social responsibility.

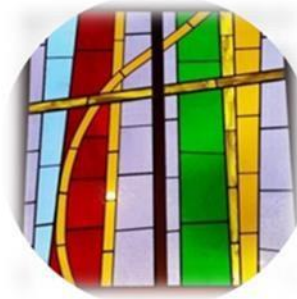
Additionally, art serves as a medium for expressing spirituality, encouraging students to contemplate the transcendent and deepen their faith.

By integrating Catholic values into art education, we aim to cultivate not only artistic skills but also moral and spiritual development, nurturing individuals who embody the principles of Catholic social teaching in their creative endeavours and everyday lives.

| Catholic Teaching     | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Curriculum Link Art                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Creation              | <p><b>‘He has filled him with the Spirit of God, in wisdom and understanding, in knowledge and all manner of workmanship, to design artistic works, to work in gold and silver and bronze, in cutting jewels for setting, in carving wood, and to work in all manner of artistic workmanship.’ <i>Exodus 35:31-33</i></b></p> <p><b>‘But now, O Lord, you are our Father; we are the clay, and you are our potter; we are all the work of your hand.’ <i>Isaiah 64:8</i></b></p> <p>All Hallows Art Department implement Catholic teachings by:</p> <ul style="list-style-type: none"> <li>• integrating Catholic values into art education.</li> <li>• aiming to cultivate not only artistic skills but also moral and spiritual development.</li> <li>• nurturing individuals who embody the principles of Catholic social teaching in their creative endeavours and everyday lives.</li> </ul> | <p><b>KS3 and KS4</b></p> <p>The Art curriculum at All Hallows embeds Catholic values by fostering:</p> <ul style="list-style-type: none"> <li>• creativity</li> <li>• empathy</li> <li>• a sense of beauty rooted in the divine.</li> </ul> <p>Through art, students can explore themes of:</p> <ul style="list-style-type: none"> <li>• compassion</li> <li>• justice</li> <li>• reverence for life</li> <li>• aligning with Catholic teachings on social responsibility</li> </ul> <p>Additionally, art serves as a medium for expressing:</p> <ul style="list-style-type: none"> <li>• spirituality</li> <li>• encouraging students to contemplate the transcendent</li> <li>• deepening of faith.</li> </ul> |
| Human Dignity         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Compassion            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Justice               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Reverence             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Social Responsibility |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Transcendence         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Faith                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## Catholic Curriculum / Catholic Social Teaching (CST) Links

### MATHS



#### Overview

Mathematics is essential within God's creation.

"Mathematics is the language with which God has written the universe". Therefore, the more we learn within Maths, the closer we are to understanding God's creation.

Jesus is integrated into all we do, speak and teach.

Jesus' as a teacher is an example for us to follow.

In Mathematics lessons we foster the dignity of students by recognising their uniqueness as learners and as people. Our curriculum is designed to be inclusive and has the level of support and challenge to allow students to reach their potential. The classroom is a safe place where students opinions are respected and encouraged to ask and answer questions.

| Catholic Teaching             | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Curriculum Link Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Human Dignity                 | <p><b>‘Two are better than one, because they have a good reward for their toil.</b></p> <p><b>For if they fall, one will lift up his fellow. But woe to him who is alone when he falls and has not another to lift him up!</b></p> <p><b>And though a man might prevail against one who is alone, two will withstand him—a threefold cord is not quickly broken.’ <i>Ecclesiastes 4:9-12</i></b></p> <p>All Hallows Maths Department implement Catholic teachings by:</p> <ul style="list-style-type: none"> <li>• integrating Catholic values into Maths education.</li> <li>• fostering the dignity of students by recognising their uniqueness as learners and as people.</li> <li>• designing a curriculum to be inclusive and has the level of support and challenge to allow students to reach their potential.</li> </ul> | <p><b>KS3</b></p> <p><b>Credit Crunch Task:</b></p> <p><b>Background</b><br/>The Church has always taught that finance that exploits the poor is unethical, and due to great inequality, the poor are always vulnerable to being exploited.</p> <p>Catholicism has always stressed the potential pitfalls associated with disordered attitudes towards wealth. It has been equally clear that greed, rather than money <i>per se</i>, is the primary stumbling block. Nevertheless, many Catholics have been critical—often with good reason—of particular uses of money and capital by individuals, companies and the state.</p> <p><b>Task</b><br/>This task enables pupils to use their Maths skills to plan a budget, grow their savings and choose the best utility providers based on value for money and ethical approach.</p> |
| Option for the Poor           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Common Good                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Rights and Responsibilities   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Human Dignity                 | <p><b>‘Two are better than one, because they have a good reward for their toil.</b></p> <p><b>For if they fall, one will lift up his fellow. But woe to him who is alone when he falls and has not another to lift him up!</b></p> <p><b>And though a man might prevail against one who is alone, two will withstand him—a threefold cord is not quickly broken.’ <i>Ecclesiastes 4:9-12</i></b></p> <p>All Hallows Maths Department implement Catholic teachings by:</p> <ul style="list-style-type: none"> <li>• integrating Catholic values into Maths education.</li> <li>• fostering the dignity of students by recognising their uniqueness as learners and as people.</li> <li>• designing a curriculum to be inclusive and has the level of support and challenge to allow students to reach their potential.</li> </ul> | <p><b>KS3</b></p> <p><b>Minimising Waste Task:</b></p> <p><b>Background</b></p> <p>Two years ago, Pope Francis posted a <u>video</u> on youtube praising waste pickers for their task. At that time, he said that “we live in a wasteful culture in which, we not only waste stuff, but also people”. Alternatives to this culture of waste preserve the environment, create jobs and dignify human lives.</p> <p>More than an isolated case, truth is that, in two years and a half as a Pope, Francis has met waste pickers of India, Ecuador, Argentina, Brazil, the Philippines, and has certainly addressed environmental issues in his speeches in the past. Early this year, visiting the Philippines he recalled the devastating effects of climate change and how environmental destruction is a source of global suffering. In his speech of January in Manila, Pope Francis warned about the negative implications of wasteful societies and stressed the need to care for the environment.</p> <p><b>Task</b></p> <p>The Open Box Problem tasks pupils to use their Maths skills to think about ways to re-use cardboard containers and give them another life, using equations and measurements to help them do this. The purpose of this is to reduce the impact of waste on the environment.</p> |
| Option for the Poor           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Catholic Teaching             | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Curriculum Link Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Option for the Poor           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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