



Embedding Catholic Social Teaching (CST) within the school curriculum ensures that the values such as human dignity, solidarity, and the common good are not only taught but lived across all areas of school life. Each year group engages with a different principle of CST, creating a clear sense of progression that deepens children's understanding as they grow. This structured approach allows pupils to see how faith connects to our wider learning and the world around them in age-appropriate ways, guiding them to act with kindness, fairness, and courage. In this way, we place Christ at the centre and promote excellence from the heart with a curriculum that nurtures both academic growth and moral formation, preparing children to become thoughtful, compassionate contributors to society in the light of the Gospel.

The teaching of Catholic Social Teaching (CST) across the primary years follows a carefully planned progression that allows children to encounter, explore, and deepen their understanding of core principles in a structured and age-appropriate way. Each year group focuses on one key principle, enabling pupils to build knowledge and experience gradually, while the whole school community holds two central themes at its heart: Human Dignity and the Option for the Poor.



- EYFS – The Common Good: Young children are introduced to the idea of belonging to a community where everyone is valued and has a role to play.
- Year 1 – Stewardship: Pupils begin to understand care for God's creation, recognising their responsibility to look after the world around them.
- Year 2 – Solidarity: Children learn the importance of friendship, unity, and standing alongside others, both near and far.
- Year 3 – Participation: Pupils are encouraged to see how their voices and actions matter, and how taking part builds stronger communities.
- Year 4 – Promoting Peace: Children explore peaceful choices in relationships and recognise their role in fostering harmony at school and beyond.
- Year 5 – Subsidiarity: Pupils learn about decision-making and fairness, appreciating how different levels of responsibility work together for the good of all.
- Year 6 – Distributive Justice: Older students reflect on fairness and equity, considering how resources and opportunities should be shared to serve the needs of all people.

Throughout this journey, the whole school community continually reflects on Human Dignity and the Option for the Poor, ensuring that every child understands that all people are created in the image of God, and that we have a special responsibility to care for those who are most vulnerable.

This progression ensures a deepening understanding of CST that grows with the child, preparing them to live out Gospel values with maturity and responsibility.

CST Principle Allocation

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 | WHOLE SCHOOL |
|-------------|-------------|------------|---------------|-----------------|--------------|----------------------|--|
| Common Good | Stewardship | Solidarity | Participation | Promoting Peace | Subsidiarity | Distributive Justice | Option for the Poor ~ Human Dignity |



Option for the Poor

Whole School

EYFS

Common Good

Stewardship

Y1

Y2

Solidarity

Participation

Y3

Y4

Promoting Peace

Subsidiarity

Y5

Y6

Distributive Justice

Whole School

Human Dignity



CST in the Class room & the Curriculum - Advent Term

| CLASS | CST | LINK | ADVENT |
|--------------|----------------------|-------------------------|--|
| EYFS | Common Good | Agents of Love | <ul style="list-style-type: none"> Delivering kindness notes to another class to be shared and brighten their day. UTW people and communities - exploring their own lives, families and traditions while learning and respecting differences in others. Using role play for road safety. Literacy using traditional tales to discuss working together as a community. COTW Creation and covenant - how can we look after the world God has created. Common Good - writing thank you prayers and discussing scripture from Isaiah - giving to the needy. |
| YEAR 1 | Stewardship | Care of Creation | <ul style="list-style-type: none"> Whole class mission- Say one kind thing everyday Action-Make bird feeders to care for our wildlife COTW on Remembrance Subject links- Geography local area |
| YEAR 2 | Solidarity | Servant Church | <ul style="list-style-type: none"> CST Class CotW Whole class mission – To understand how people have united for change and write a prayer asking God to help us to be more openminded about difference and diversity – link with Black History Month Link to Advent 1 science topic – Animals Inc Humans Eco CotW Remembrance Day Anti-bullying/odd socks day Link to Advent 2 history topic – Great fire of London |
| YEAR 3 | Participation | Mini-Vinnies | <ul style="list-style-type: none"> CotW links - WS - Foodbank, Mini Vinnie Commissioning Ceremony, Remembrance Action - Collecting for foodbank Subject - Difference and diversity in PSHE - Participation in Black History Month activities, Anti-bullying week, Europe in Geography - looking at our role in Europe |
| YEAR 4 | Promoting Peace | ACN Apostles | <ul style="list-style-type: none"> COTW - Remembrance Subject - History – Vikings - PSHE – Anti bullying - Literacy - Peace on Earth poems Mission – Start each morning with the sign of peace – ukulele concert in the nursing homes – on Remembrance Day wear one piece of red clothing |
| YEAR 5 | Subsidiarity | Pilgrims of Hope | <ul style="list-style-type: none"> Elections held for class School Council members – deciding through voting - our opinions matter and we can have an influence on how our community and country is managed - responsibility as a member of society Anti-bullying week – theme 'Power for Good' – whole school CotW and activity completed in class - our thoughts, actions and words can make a difference - reinforcing our roles and responsibilities to help others Class Mass - Theme Anti-bullying Literacy – Hidden Figures – the true story of 4 African-American women who overcame many barriers to work successfully for NASA - we all have a place in society regardless of race or gender - it is our responsibility to 'speak up' if needed Black History Month – celebrated throughout the school and in class - our responsibility to celebrate everyone and know that we are all equal Christmas cards made for parishioners - sending love and kindness into the community - our responsibility to care for older / vulnerable members of society Bonus: Fact files researched and completed for each of the women from Hidden Figures COTW - Theme: Youth |
| YEAR 6 | Distributive Justice | CAFOD | <ul style="list-style-type: none"> Make sure that everyone gets to participate in leadership roles English - Boy in the Tower – sharing food/resources from abandoned flats with those remaining. Parent lawyer visit from local solicitors. CotW link- Foodbank, Neighbour CotW, Chaplaincy team welcome in church. Action- Collecting for foodbank. Good deed advent calendar. Sports leaders involving all children. |
| WHOLE SCHOOL | Option for the Poor | Christ at the Centre | <ul style="list-style-type: none"> Harvest Collecting for the food bank Christingle collection for Save the Children Collections held at the Infant nativity for premature babies and at the KS2 Advent liturgy for MIND |
| WHOLE SCHOOL | Human Dignity | Excellence at the Heart | <ul style="list-style-type: none"> All Saints Mass Advent Liturgy Staff collection of wrapped Christmas gifts for the residents of the town's young peoples' homeless shelter Christmas cards made and distributed to elderly parishioners |



CST in the Class room & the Curriculum - Lent Term

| CLASS | CST | LINK | ADVENT |
|--------------|----------------------|--------------------------------|--|
| EYFS | Common Good | <i>Agents of Love</i> | <ul style="list-style-type: none"> Draw pictures/positive messages on small pieces of card and given to classes for the older children to pick up if they are feeling down. UTW - The Natural world - pupils looking at environments and the impact of human activity. Exploring how plants and animals work in ecosystems together in the topics of growing and lifestyles. Create role play scenarios such as doctors and dentists that promote helping others. COTW - Eco team to reduce waste - love each other and protect our common home. EYFS COTW Explaining their CST mission showing we have small hands and big hearts that get involved in charity work. |
| YEAR 1 | Stewardship | <i>Care of Creation</i> | <ul style="list-style-type: none"> Whole class mission- collect fruit waste in a compost caddy to compost at the church field. CST- COTW- Kindness. Big Lent walk Being missionaries of Jesus- Kindness jar |
| YEAR 2 | Solidarity | <i>Servant Church</i> | <ul style="list-style-type: none"> CST Class CotW Whole class mission – During Lent, donate preloved toys and clothes to charity – class drive Link to Lent 2 history topic – Nurturing Nurses Link to PE Cafod – Big Lent walk Year 2 mass - Theme – ‘Everyone being a disciple of Jesus’ |
| YEAR 3 | Participation | <i>Mini-Vinnies</i> | <ul style="list-style-type: none"> Action - Frugal Lunches at St Peters Church, Whole school - Big Lent Walk Subject - English the Tin Forest - looking after our common home link CotW - Whole school Lent liturgy (Church) Mini Vinnies - Kindness CotW (class) |
| YEAR 4 | Promoting Peace | <i>ACN Apostles</i> | <ul style="list-style-type: none"> COTW - Forgiveness and Reconciliation Subject - PSHE – Difference and Diversity topic Mission – put up poster around school linking peacemakers, respect, love, how to behave and treat others etc |
| YEAR 5 | Subsidiarity | <i>Pilgrims of Hope</i> | <ul style="list-style-type: none"> History – comparing life today to life in Tudor times – changes happened throughout history due to the actions and words of individuals and communities - our responsibility to understand and remember the past Lent – observing Lent by ‘giving up’ something - all of us give up different things - encouraging the children to ‘give up’ or do something that is personal to them and then voicing this to others - responsibility to make our own decisions about how we live a good Christian life COTW - Theme: Fasting PSHE – exploring emotions, being healthy, drug education, money matters – being aware of the decisions that we need to make and how our decisions can affect our community and family - all of us have different thoughts and opinions on these subjects and all of these should be respected and valued by others - understanding our responsibility within a community that our decisions and life choices can affect others |
| YEAR 6 | Distributive Justice | <i>CAFOD</i> | <ul style="list-style-type: none"> Create a class ‘Fairness charter’ with stationery, paper, etc History – Rationing (how it ensured equal access to food) COTW link- Sacrifice Class action- Fairtrade fortnight – tuck shop ran by Year 6 pupils offering affordable snacks. Profits going to CAFOD |
| WHOLE SCHOOL | Option for the Poor | <i>Christ at the Centre</i> | <ul style="list-style-type: none"> Big Lent Walk Lent Fundraising |
| WHOLE SCHOOL | Human Dignity | <i>Excellence at the Heart</i> | <ul style="list-style-type: none"> St Thomas Aquinas Trust Feast Day - Called to be saints Whole school Mission Day - ‘The God who speaks’ |



CST in the Class room & the Curriculum - Pentecost Term

| CLASS | CST | LINK | ADVENT |
|--------------|----------------------|--------------------------------|--|
| EYFS | Common Good | <i>Agents of Love</i> | <ul style="list-style-type: none"> Visit other classes and help to tidy the book corner, sharpen pencils or ask the class what would help them, e.g we could make them a calm down basket/small sensory area/improve their class in some way to leave a lasting impact for the good of everyone. Maths - Use sharing and grouping to demonstrate fairness, develop counting games where success depends on everyone taking part, show how individuals contribute to the whole world just like of all us in the world. Create activities to show how different occupations contribute to society through role play - taking on roles for the common good. COTW - EYFS revisiting previous planning and thinking about how much we know about our responsibilities in the world. |
| YEAR 1 | Stewardship | <i>Care of Creation</i> | <ul style="list-style-type: none"> Look after and grow plants in class Grow their own plants - sunflowers- Science COTW on growth and new life |
| YEAR 2 | Solidarity | <i>Servant Church</i> | <ul style="list-style-type: none"> CST Class CotW Whole class mission – Make a pledge to help people within the community/at home. Link to Pentecost 1 and 2 science topic – Living things and their habitats Link to PE Mary's Meal – fundraising assembly Bubble run for local young people's homeless charity – Lawrence House |
| YEAR 3 | Participation | <i>Mini-Vinnies</i> | <ul style="list-style-type: none"> COTW – Oscar Romero, St Peter and St Paul Feast day, Minnie Vinnie to the heights Subject – Sports Day - Sporting events Action – To plant plants and sell them (Link with science) |
| YEAR 4 | Promoting Peace | <i>ACN Apostles</i> | <ul style="list-style-type: none"> History - Battle of Bosworth - Show contrast of culture with our principle of promoting peace. Mission – linked to previous term children design certificates to be awarded to children throughout the school whose behaviour exemplifies being a peace maker CotW - St Francis of Assisi |
| YEAR 5 | Subsidiarity | <i>Pilgrims of Hope</i> | <ul style="list-style-type: none"> Art – Frank Lloyd Wright – his architecture is celebrated for aiming to 'harmonize buildings with their environment and humanity' - there are different ways to contribute to society and voice our thoughts and opinions - responsibility to explore different art and artists in order to broaden our life experiences Design and Technology – Food – celebrating culture - sharing our own cultures with others Science – Living things and their Habitats - working scientifically - recording our own observations, predictions and conclusions - responsibility to care for the plants and animals in the world Computing – Strategic Searching Online – evaluating digital content - opinions and preferences - responsibility to use our knowledge to help to keep ourselves and others safe Geography – Geographical Skills and Fieldwork – within the local area - observations and opinions about our local environment - responsibility to care for our local environment and community COTW - Theme: Communication |
| YEAR 6 | Distributive Justice | <i>CAFOD</i> | <ul style="list-style-type: none"> Monday playtime games to be decided by and led by girls on alternate weeks English - Can we save the tiger? - Conservation messages COTW link- Faith Water aid fundraising (access to clean water) |
| WHOLE SCHOOL | Option for the Poor | <i>Christ at the Centre</i> | <ul style="list-style-type: none"> Bubble Run - proceeds to Lawrence House (local) and Kerr Layon (global) Year 6 'crafting' with care home residents |
| WHOLE SCHOOL | Human Dignity | <i>Excellence at the Heart</i> | <ul style="list-style-type: none"> St Peter's Feast Day Leavers' Mass |