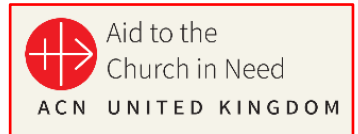


# Aid to the Church in Need

## 'Solidarity and Peace' Support Document



'By this all people will know that you are my disciples, if you have love for one another.'

John 13: 35

### Catholic Social Teaching Series Overview

This resource is one of six presentations which have been created to support schools in developing pupils' knowledge and understanding of Catholic Social Teaching (CST) as outlined in the revised Religious Education Directory (RED), 'To Know You More Clearly'. The presentations are as follows:

1. Care of Creation
2. Preferential Option for the Poor
3. Solidarity and Peace
4. Community and Participation
5. Dignity of Workers
6. Human Dignity

These presentations have been designed/structured so that the various components can be delivered as a whole, or different elements can be incorporated into different lessons/assemblies with a CST focus.

A brief introduction to the history CST (including an excellent 'CST in Three Minutes' video from Trócaire (<https://www.trocaire.org/>)) is incorporated in the first presentation 'Preferential Option for the Poor' resource: sides 8 – 30.

[If your children have no prior knowledge of the origins of Catholic Social Teaching and its various precepts, this video provides an excellent introduction.](#)

This presentation introduces/revises the various precepts of CST and subsequently focuses on the theme of 'Solidarity and Peace'.

We hope that you and your pupils find this resource both engaging and informative as we celebrate the Church's 'best kept secret'!

## 1. Aims

Through using these materials, pupils will:

- Explore the various precepts of Catholic Social Teaching (CST) in action through the work of ACN (Focus: Solidarity and Peace).
- Understand how CST is embedded in scripture and explore how this is evident in both the Old and New Testaments.
- Reflect on how the world would be a better place if everyone chose to love their neighbour as themselves.
- Develop an understanding of the work of ACN to support poor and vulnerable Christian communities around the world (Focus: Brazil and Ukraine).
- Reflect on societal exclusion and consider how they could follow in the footsteps of Jesus through supporting the work of ACN.
- Be able to describe how the work of ACN in the service of others is an example of following 'The greatest commandment'.
- Engage with fundraising and prayer to support the work of ACN.

## 2. Catholic Self-Evaluation Document - Evidence

Through using this resource, school leaders will be able to provide evidence to support judgements in the following aspects of the Catholic Self-Evaluation Document (CSED):

### Catholic Life and Mission (CLM)

CLM 1.3 Moral Development

CLM 1.4 Catholic Social Teaching

CLM 1.5 Respect for Self and Others

### Religious Education (RE)

RE1.1 Development of Knowledge,  
Understanding and Skills

RE 1.3 Religious Literacy

RE 2.6 Spiritual and Moral Development

### Collective Worship (CW)

CLM 3.5 Commitment to Catholic Social  
Teaching

CLM 3.7 The Catholic Curriculum

RE 3.1 RED

RE 3.5 Curriculum Design

RE 3.7 Enrichment

CW1.4 Influence of Curriculum and School Life

CW 2.4 Use of scripture

CW3.5 Leaders' Knowledge and Skill

CW 1.5 Impact

CW 2.1 Centrality

### 3. 'To Know You More Clearly': The Religious Education Directory (RED)

The spiral structure of the curriculum enables a build-up, layering a critical dimension each year, deepening pupils' understanding of the story of salvation, developing a common language, and exploring the 'memory of the Church' and her teachings and how these have formed part of the history of ideas in the development of humanity.

The spiral pathway students follow from their first steps into Catholic education means that teachers can plan for progression, moving through basic questioning and notional understandings to ever deeper levels of engagement with Christianity's divine and human drama and its significance for humankind. (RED: 'To Know You More Clearly'; 2023)

Whilst these materials do not aim to cover the full progression and understanding required by the RED in its spiral curriculum, they do aim to supplement and enhance this learning.

#### Knowledge Lenses – End of Phase Expected Outcomes

The RED identifies six knowledge lenses which detail what should be known by the end of each age-phase. This resource can support teachers in helping to evidence expected outcomes in the [Hear](#), [Believe](#), [Celebrate](#) and [Live](#) knowledge lenses.

Go to pp33 – 34 of 'To Know You More Clearly' for further commentary on Catholic Social Teaching within the revised RED.

#### Ways of Knowing

The RED identifies three 'ways of knowing' in its Programme of Study that enable skills to be developed at an appropriate level. The development of these aspects allows each knowledge lens to be explored appropriately. The ways of knowing are Understand (U), Discern (D) and Respond (R).

End of phase Age-Related Expectations, that could be linked to this resource are listed below.

- [Age 5 - 7](#)

U1.6.2. Recognise that Catholics are a part of a global Christian family, and all Christians are sisters and brothers.

U2.6.2. Describe an initiative Christians work on together locally and/or globally in the service of others.

R2.1.2. Reflecting on how actions can help or harm themselves and others and what this could mean for their friendship with God.

D2.5.4. Listening to and ask questions about the stories and experiences of peacebuilders in our world.

- Age 7 - 9

R.4.3.1. Reflecting on those that society excludes today and consider how they could show love for these people as Jesus did.

R.4.3.2. Considering how Jesus serves others and discuss how Christians can follow this example today. What could this mean for their lives and the lives of their local communities?

R.4.4.1. Reflecting on how the life and work of a person or organisation (historical or contemporary) lives out the works of mercy and/or the love for those oppressed by poverty and the inspiration they offer for their life.

- Age 9 - 11

R5.1.3. Discussing what loving our neighbour means for Christians today, for example, welcoming asylum seekers and refugees. Express a point of view and give reasons relating to the Church's teaching on the common good and love of neighbour.

R5.3.4. Reflecting on how the communities they are part of could be transformed if everyone chose to love their neighbour as themselves.

R6.1.1. Considering the ways in which their life and the life of their communities could be transformed by taking seriously the belief in the innate dignity and equality of all human beings.

R6.4.2. Considering how love of neighbour could transform their life and the lives of the communities they are part of, describing the actions they could take to begin this transformation.

R6.5.3. Reflecting on how the work of charities can support people facing injustice or persecution.

U6.5.6. Describe how one charity studied witnesses its Christian faith through its work.

U6.6.1. Explain in an age-appropriate way the meaning of 'the common good' and the principles of Catholic Social Teaching.

#### 4. Presentation Overview/Notes

Slide 1	<p>If you have completed the first presentation (Preferential Option for the Poor), explain that this is the second of a set of six (2/6) and that the focus for this 'session' is 'Solidarity and Peace'. If you have not used the first presentation, you could use slides 8 – 30 from this presentation to introduce the concept of Catholic Social Teaching (CST) to the children using this link.</p> <p><a href="https://acnuk.org/resource/primary-acn-catholic-social-teaching/">(https://acnuk.org/resource/primary-acn-catholic-social-teaching/)</a></p>
Slide 2	<p>'If possible, so far as it depends on you, live peaceably with all'. (Romans 12: 18)</p> <p>Q: How does this quote from Romans relate to today's theme?</p>
Slide 3	<p>'By this all people will know that you are my disciples, if you have love for one another.' (John 13: 35)</p> <p>Q: What is Jesus telling his followers in this quote from John's Gospel?</p>
Slides 4 - 11	<p>A brief introduction/reminder of the various precepts (themes) of Catholic Social Teaching (CST) that will be explored in this series of presentations; today's focus is 'Solidarity and Peace'.</p>
Slides 12 - 14	<p>Introduction to today's CST theme – 'Solidarity and Peace'.</p>
Slides 15 - 17	<p>Explain that 'Solidarity and Peace' are inter-connected/linked before looking at what solidarity actually means.</p> <p>Solidarity: Q: What do you think 'solidarity' means?</p> <p>Allow children time to discuss this in pairs/groups; share ideas.</p> <p>Share the 'definitions' on slides 16 – 17.</p> <p>Q: What do you understand by the term 'common good'?</p> <p>Q: Can you think of any Bible stories/passages that relate to solidarity?</p> <p>Q: Which commandment does this relate to?</p> <p>Accept all responses as appropriate.</p>
Slides 18 - 19	<p>Pope Francis quote: 'We must not be afraid of solidarity; rather let us make all we have and are available to God.'</p> <p>Q: What do you think Pope Francis means by 'We must not be afraid of solidarity...?'</p> <p>Q: In which situations might it be difficult to show solidarity with others?</p> <p>Q: In these situations, what would Jesus do?</p>
Slide 20	<p>Provide children with the opportunity to consider/discuss ways in which they could show solidarity in their daily lives; what challenges might they face?</p> <p>Provide some 'real-life' scenarios for the children to think about, including others being 'excluded/marginalised' in school/the community and how they would respond to these situations.</p>

	<p>Q: How do your response to these scenarios relate to Pope Francis' quote about solidarity?</p>
Slides 21 - 22	<p>'By this all people will know that you are my disciples, if you have love for one another.' (John 13: 35)</p> <p>Q: How does Jesus' quote reinforce Pope Francis' message about solidarity?</p> <p>Q: How can we be Jesus' disciples on earth today?</p> <p>Allow children to discuss their thoughts/ideas and share accordingly.</p>
Slides 23 - 25	<p>Introduce the theme of 'Peace'.</p> <p>Q: How does peace link to solidarity? Provide opportunity for discussion as appropriate.</p> <p>Q: What is the relationship between peace and solidarity?</p> <p>Slide 23: Explore the 'virtue' of solidarity in relation to peace and 'justice'; what do the children understand by this in their everyday lives? (see glossary).</p>
Slides 26 - 27	<p>Pope Francis: 'Let us pray for peace: peace in the world and in each of our hearts'.</p> <p>Q: What does Pope Francis mean by '...peace...in each of our hearts'?</p> <p>Introduce the idea of 'inner peace' on a personal level; allow children time to discuss/explore this as appropriate.</p> <p>Q: What is Pope Francis telling us about achieving 'peace in the world'?</p>
Slides 28 - 29	<p>Reinforce the fact that all aspects of CST are embedded in scripture; CST helps us to understand how to 'bring the Word to life' in our daily lives.</p> <p>Introduce the 'Sermon on the Mount' (Matthew 5: 1 – 12); explain that 'The Beatitudes' sum up Jesus' teaching about what it means to live as a child of God's kingdom. They can be found right at the beginning of a long passage of teaching by Jesus in Matthew's Gospel, known as the Sermon on the Mount. The 'inner happiness' (Blessed are those...) spoken of in the Beatitudes is God's gift of blessing granted to those who choose to be disciples.</p>
Slide 31	<p>Explain that 'The Beatitudes' are the teachings of Jesus in the Sermon on the Mount (Matthew 5:1-12). Jesus teaches us that if we live according to the Beatitudes, we will live a happy Christian life.</p> <p>Further contextualisation could be added by explaining that The Sermon is the longest continuous discourse of Jesus found in the New Testament, and has been one of the most widely quoted pieces of scripture in Christian belief. It includes some of the best-known teachings of Jesus and it is during this sermon thar Jesus teaches the gathered crowds the 'Lord's Prayer'. The Sermon on the</p>

	Mount is generally considered to contain the most important principles of Christian discipleship.
Slides 31 - 32	Share the passage from Matthew's Gospel (5: 1 – 12) allowing the children to hear the complete scripture.
Slides 33 - 35	Having shared Matthew 5: 1 – 12 with the children, reinforce the meaning of 'Blessed' in the context of Jesus' teaching/sermon. Focus on Matthew 5: 9; 'Blessed are the peacemakers, for they shall be called sons and daughters of God.' <b>Q: What does Jesus tell the people about 'solidarity' and 'peace' in this sermon?</b>
Slides 36 - 38	Introduce 'Aid to the Church in Need' (ACN); explain that ACN works on over 5000 projects in over 140 countries all around the world, helping to support the Church in its mission, and bringing hope and solidarity to millions of people. From priests to catechists and seminarians to Sisters, the donations received (see slides 52 – 53) enable ACN to help persecuted and suffering Christians live out their faith.
Slides 39 - 44	When the current conflict with Russia began, various groups of Sisters chose to stay in Ukraine in solidarity with the people to support them in their time of greatest need. Slides 30 – 40 provide some examples of the support provided by the Sisters in various areas of Ukraine. Slide 42 contains a short video showing refugee children and their families enjoying activities in the monastery of the Sisters Catechists of St. Anna in Bryukhovychi, Ukraine.
Slides 45 - 48	These slides focus on some of ACN's work in Brazil. The majority of ACN's donors in Brazil are very poor people. The average donation in Brazil is about four euros, and many of those benefactors are actually people who live in the slums, who struggle to survive themselves, and make great sacrifices to support ACN. This leads onto the story of 'The Widow's Two Mites' on the following slides.
Slides 49 - 51	Share 'The Widow's Two Mites' ( <b>Luke 21: 1 – 4</b> ) and discuss with the children how this reflects the donations made by ACN's benefactors in Brazil; explain that this is an excellent example of genuine solidarity.
Slides 52 - 53	Explain that ACN is a charitable organisation and that as such, they are dependent on contributions from individuals/organisations; through supporting the work of ACN, people are demonstrating their solidarity with the people included in the previous slides, and many more besides all around the world. Could your class/school support the work of ACN through organising a fundraising event? This could be explored further later as appropriate.



	Reinforce the importance of remembering the people/communities that ACN supports in their prayers.
Slides 54 - 55	<p>These slides serve as a possible 'plenary' session which provides the children with the opportunity to reflect on their learning/understanding at an appropriate level.</p> <p>Q: What have you learnt from this session?</p> <p>Q: What might you do differently (or extra) following this session?</p> <p>Q: Do you have any questions?</p>
Slides 56 - 61	<p><b>Optional Written Task:</b> Children are asked to compose an acrostic poem on the theme of 'PEACE'; this could be adapted to 'SOLIDARITY' to provide additional challenge.</p> <p>Q: Can you include scripture/ Jesus' teaching in your poem?</p> <p>Q: Can you include reference to 'solidarity' in your poem?</p> <p>This activity can be adapted as appropriate depending on the age of the children; it could also be a group/whole class activity. Other activities could also include designing an ACN 'Poster for Peace', composing a 'Peace/Solidarity' prayer or song.</p>
Slides 62 - 68	<p>Prayer and Reflection: children could be asked to read various prayers depending on their age; provide an opportunity for spontaneous prayer as appropriate. Previous scripture passages/quotes could also be incorporated into this collective worship session, along with an appropriate song; The Mark 10 Mission website contains a library of possible worship songs/hymns, including lyrics: <a href="https://www.themark10mission.co.uk/worship-songs">https://www.themark10mission.co.uk/worship-songs</a></p> <p>Remind children that their ongoing prayers for the people/communities supported by ACN are greatly appreciated/welcomed.</p>
Slides 69 - 70	The CST theme for Spring 2 is 'Community and Participation'; this will be made available to schools before the February half-term.
Slide 71	Glossary of Terms – definitions of key terms/vocabulary used during the session; this is not an exhaustive list and you may need to explore other vocabulary at an age-appropriate level. See also the 'Glossary of Terms' from the first session.
Slide 72	Closing Slide.

## 5. Fundraising for ACN

ACN is always grateful for the funds raised for its projects. Please note that the projects mentioned in this presentation are an example of its work. Your funding may go to these or similar projects.



Thank you for all that you do to support the work of ACN, both in your fundraising and in your prayers which are equally important.

Please let us know how you have raised funds via

- Twitter (X): @acn\_uk
- Instagram: @aidtothechurchinneed\_uk