



'A new commandment I give to you, that you love one another: just as I have loved you, you also are to love one another. By this all people will know that you are my disciples, if you have love for one another.'

John 13: 34 - 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 'Human Dignity'.

We hope that you and your pupils find this resource both engaging and informative as we continue to 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: **Human Dignity**).
- 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 and actively live out the various principles of CST.
- Develop an understanding of the work of ACN to support poor and vulnerable Christian communities around the world ('Dignity' focus country: **Lebanon**).
- Reflect on societal exclusion (with a focus on dignity) 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/or 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

CLM 3.5 Commitment to Catholic Social Teaching

CLM 3.7 The Catholic Curriculum

Religious Education (RE)

RE1.1 Development of Knowledge, Understanding and Skills

RE 1.3 Religious Literacy

RE 2.6 Spiritual and Moral Development

RE 3.1 RED

RE 3.5 Curriculum Design

RE 3.7 Enrichment

Collective Worship (CW)

CW1.4 Influence of Curriculum and School Life

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.

[U1.4.2](#). Recognise that Jesus shows the importance of giving to others

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

[D2.5.4](#). Listening to and ask questions about the stories and experiences of peacebuilders in our world.

D2.6.1. Consider an answer, with relevant reasons, to the question 'Who is my neighbour?'

- [Age 7 - 9](#)

D3.1.2. Thinking about how all people should be treated equally.

R3.1.1. Making connections between experiences where people have not been treated equally and how this felt.

R.4.1.1. Considering how their own lives and the lives of their communities could be transformed by the virtues of faith, hope and love.

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?

U4.4.6. Make simple connections between belonging to the Church and living out the 'Works of Mercy' in support of those in need (for example, giving alms in Lent or praying for someone who is sad).

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.

R.4.5.3. Reflecting on how Christian communities continue the work of Jesus in the community where they live.

- [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.

R5.5.2 Reflecting on how they can use their gifts to make a better world.

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.

D6.6.1. Reflecting on the statement "Everyone should be concerned to create and support institutions that improve the conditions of human life" (CCC 1926). Consider how this challenges people to change.


4. Presentation Overview/Notes





This slide appears throughout the presentation and is intended to provide an opportunity for pupils to discuss their ideas/thinking related to the content. If required, you could duplicate this slide for use elsewhere in the presentation as appropriate.





This symbol denotes that there is musical accompaniment for these slides; this can be muted if preferred.

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| <p>Slide 1</p> | <p>If you have completed the first four presentations in the series (Preferential Option for the Poor; Solidarity and Peace; Community and Participation; Dignity of the Worker), explain that this is the fifth of a set of six (5/6) and that the focus for this 'session' is 'Dignity'. If you have not used the 'Preferential Option for the Poor'; resource, you could use slides 8 – 30 from this presentation to introduce the concept of Catholic Social Teaching (CST) to the children using this link. (https://acnuk.org/resource/primary-acn-catholic-social-teaching/). Alternatively, you can use the 'CST in 3 Minutes' video from Trócaire: https://www.youtube.com/watch?v=ELyLdMlFdzA&t=104s (this video forms the basis of the introduction contained in the 'Preferential Option for the Poor' presentation).</p> |
| <p>Slide 2</p>  | <p>'A new commandment I give to you, that you love one another: just as I have loved you, you also are to love one another. By this all people will know that you are my disciples, if you have love for one another.'</p> <p>(John 13: 34 – 35)</p> <p>Jesus said this to his disciples just before he was 'denied' by Peter and betrayed by Judas Iscariot in the Garden of Gethsemane.</p> <p>Q: Why do you think that Jesus said this to his disciples at this time?</p> <p>Q: What did he actually 'mean' when he said this?</p> <p>Q: Why do you think that Jesus called it a 'new commandment'?</p> |

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| <p>Slides 3 - 12</p> | <p>A brief introduction/reminder of the various precepts (themes) of Catholic Social Teaching (CST) that are being explored in this series of presentations; the focus of this resource is 'Dignity'.</p> |
| <p>Slides 13 - 15</p> | <p>'Human dignity is the same for all human beings: when I trample on the dignity of another, I am trampling on my own.' (Pope Francis)</p> <p>Q: What do you think that Pope Francis is trying to tell us in this quote?</p> <p>Q: How can we 'trample on' the dignity of others?</p> |
| <p>Slide 16 - 21</p> | <p>Remind the children of the previous session on the dignity of the worker; can the children recall what the word 'dignity' means?</p> <p>Explain that human dignity is the central tenet of Catholic Social Teaching because we believe that all human beings are created in God's image and deserve to be treated with respect.</p> <p>Slide 21: Q: How does the following quote from Matthew's Gospel relate to dignity?</p> |
| <p>Slide 22</p>  | <p>Share the quote from Matthew 22: 36 – 40:</p> <p>"Teacher, which is the great commandment in the Law?" And he said to him, "You shall love the Lord your God with all your heart and with all your soul and with all your mind. This is the great and first commandment."</p> <p>"And a second is like it: You shall love your neighbour as yourself.</p> <p>On these two commandments depend all the Law and the Prophets."</p> |
| <p>Slides 23 - 27</p> | <p>Reflect on the passage from Matthew 22; explore the children's understanding of the term 'neighbour':</p> <p>Q: Who is our 'neighbour'?</p> <p>Encourage children to think beyond the literal in terms of 'everyone' being our neighbour, made in God's image and likeness, and therefore worthy of our respect and love.</p> <p>Q: Is it always easy to love our neighbour?</p> <p>Explore this at an age-appropriate level; ask children to think firstly of this in terms of their friends when they have arguments etc.; this could be further extended to 'global neighbours' as appropriate.</p> |
| <p>Slides 28 - 39</p> | <p>Slide 28: Ask the children to imagine that they were Jesus; what would he do in similar situations when people/his 'neighbours' were challenging him and being unfriendly.</p> <p>Q: Can you think of occasions when Jesus was treated unkindly and how he reacted in these situations?</p> <p>Slide 30: Thinking about the quote from Pope Francis that we looked at earlier, write down your thoughts on why it is important for us to treat everyone that we meet with respect.</p> |

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| | <p>Slides 31- 38: Introduce 'WWJD' – 'What Would Jesus Do'?</p> <p>Slide 39: Share the quote from Pope Francis and ask the children to write down their thoughts; alternatively, this could also just be discussed.</p> |
| <p>Slides 40 - 42</p>  | <p>Explain to the children that Jesus was a great teacher...the best!</p> <p>Ask the children if they remember what a parable is (this was referenced in the previous session on the 'Dignity of Workers').</p> <p>Slides 41 - 42: Introduce the parable of the Good Samaritan from Luke 10: 30 – 37; there is musical accompaniment to these slides to help the children prepare to listen to the Word.</p> |
| <p>Slides 43 - 44</p> | <p>Read the parable of the Good Samaritan from Luke 10: 30 – 37; this could be shared using the presentation or read from the Bible.</p> <p>If time allowed, you could pre-select a group of children to re-enact the story for their classmates; children could also be given the opportunity to do this in groups when appropriate.</p> |
| <p>Slides 45 - 50</p> | <p>These slides provide an opportunity for reflection/discussion on the themes of the parable of the Good Samaritan using the following questions:</p> <p>Q: Does this parable surprise you in any way? Why?</p> <p>Q: Why do you think that the priest and the Levite did nothing?</p> <p>Q: What do you think that Jesus was trying to teach the people through this parable?</p> <p>Supporting commentary: Jesus told the Parable of the Good Samaritan (Luke 10:25-37), to explain that people should love everyone, including their enemies. It is easy to love friends and family, but it is much more difficult to love those who you may not get along with, or even those who may harm or hurt you.</p> <p>In the Parable of the Good Samaritan, Jesus uses the example of the Jew and the Samaritan, who would not ordinarily have been friendly towards each other. However, out of all those who could have helped the Jew, only the Samaritan did. Jesus tells of a man who was travelling from Jerusalem to Jericho and was attacked by robbers on the way. He was badly beaten and left for dead.</p> <p>The first person to pass the injured man was a priest, who crossed the road and continued walking.</p> <p>The second person to pass the injured man was a Levite, a priest's assistant. He also crossed the road and continued walking without helping the man.</p> <p>The third person to come by was a Samaritan, a person from Samaria. The Samaritans were hated by the Jews. When the Samaritan saw the man, he took pity on him. He bandaged him and cleaned his wounds. He then put him on the back of his donkey and took him to an innkeeper, whom he paid to look after him.</p> |

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| | <p>The parable ends with Jesus giving a commandment to go out and do the same as the Samaritan had done.</p> |
| <p>Slides 51 - 52</p> | <p>If you have not used the previous CST presentations, or if the children have no prior knowledge of 'Aid to the Church in Need' (ACN), introduce the organisation to them; 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 enable ACN to help persecuted and suffering Christians live out their faith (this will be explored further in subsequent slides).</p> <p>Further information on the work of ACN can be found using the following link: https://acnuk.org/about/</p> |
| <p>Slides 53 - 57</p> | <p>These slides focus on some of the work/projects undertaken by ACN to support Christian communities in various regions of Lebanon which is currently caught up in the conflict taking place in the Middle East; you could explain that many of the people in these communities that ACN supports have been persecuted for their beliefs and that people are not only struggling due to this, but also because of the economic crisis that they country is currently facing.</p> <p>Slides 55 and 56 provide an insight of the wonderful work being done by the Franciscan Sisters of the Cross and the Maronite Sisters of Holy Family to support hundreds of orphans and provide an education for thousands of deprived children.</p> <p>Click on the following link for further information about the work of ACN in Lebanon: https://acnuk.org/acn-news/?filter_post_tag=47</p> |
| <p>Slides 58 - 59</p> | <p>Slide 58: Introduction to the video on the next slide.</p> <p>Slide 59: In this video we hear from Sr. Houda, the director of Jabboule School, who explains how ACN is helping to bring 'peace, joy and dignity' to the people of Lebanon who are facing great difficulties in their lives.</p> |
| <p>Slides 60 - 63</p> | <p>Slide 60: Introduction to the animation on the following slide.</p> <p>Slide 61: An excellent 'child-friendly' animation which further outlines the challenges faced by people/Catholic communities in Lebanon at the moment, including in schools, and what ACN is doing to support them in their time of need.</p> <p>Allow children the opportunity to share their thoughts on the content of the animation; invite any questions.</p> <p>Slide 62: 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 support/love for the</p> |

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| | <p>communities included in the previous slides, and many more besides all around the world.</p> <p>Q: Could your class/school support the work of ACN through organising a fundraising event?</p> <p>Slide 63: Reinforce the importance of remembering the people/communities that ACN supports in their prayers.</p> |
| <p>Slides 64 - 68</p> | <p>You Could Also...</p> <p>These slides provide some possible ideas that you could use to help children further embed their understanding of the importance of promoting everyone's dignity through practical application. These are merely ideas and can be edited/deleted as appropriate.</p> <p>Activity 1: Write your own 'School Charter' in which you list various ways in which you can promote the dignity of everyone in your school community.</p> <p>Activity 2: Design a poster to promote the work of ACN in Lebanon. (Can you link it to 'Dignity'?)</p> <p>Activity 3: St. Anselm of Canterbury was a 'champion for human dignity' nearly 1000 years ago...can you find out why?</p> <p>Activity 4: ACN's #RedWednesday campaign takes place in November...see what you can find out about it! Maybe your school could get involved this year?! The following link will provide an insight into #RedWednesday: https://acnuk.org/our-campaigns/redwednesday/</p> |
| <p>Slides 69 - 72</p>  | <p>These slides serve as a possible 'plenary' session, providing the children with the opportunity to reflect on their learning/understanding at an appropriate level.</p> <p>Slides 69 - 70: A final thought from Pope Francis:</p> <p>'If we are to share our lives with others and generously give of ourselves, we also have to realize that every person is worthy of our giving. God created that person in his image, and he or she reflects something of God's glory. Every human being is the object of God's infinite tenderness, and he himself is present in their lives.' - Evangelii Gaudium (2013)</p> <p>Q: What does this tell you about how we should treat others?</p> <p>Q: What might you 'do differently' following this session?</p> <p>Q: Do you have any questions/further thoughts that you'd like to share?</p> |
| <p>Slides 73 - 80</p>  | <p>Prayer and Reflection: children could be asked to read various prayers depending on their age; provide an opportunity for spontaneous prayer as appropriate based on the content of the session. 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:</p> <p>https://www.themark10mission.co.uk/worship-songs</p> |

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| | Remind children that their ongoing prayers for the people/communities supported by ACN are greatly appreciated/welcome. |
| Slides 81 - 82 | The CST theme for autumn 1 is 'Care of Creation'; this will be made available to schools before the end of the summer term. |
| Slide 83 | 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 two sessions. |
| Slides 84 - 85 | Closing Slides – Thank You! |

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