

Catholic Social Teaching – a cross-curricular approach at St. Peter’s Catholic High School

Catholic Social Teaching	Religious Education	English	Mathematics	Science	History
Human Dignity	<p>Year 7 - Creation and covenant unit of work (what makes humans different to the rest of creation, what is our responsibility to others)</p> <p>Year 7 Galilee to Jerusalem unit of work (Ethical option)</p> <p>Year 8 - Forgiveness unit of work (why is forgiveness important to Christians?)</p> <p>Year 8 -Judaism unit of work (rituals and festivals)</p> <p>year 9 - Suffering unit of work (Catholic responses to suffering)</p> <p>Year 9 - Vocation unit of work (how can Catholics live out their vocation)</p> <p>Ks4 - Catholic Beliefs unit of work (creation and the nature of humanity)</p> <p>ks4 - Catholic Practices unit of work (SCT, mission and evangelism)</p> <p>ks4- Sources of wisdom and Authority unit of work (personal and ethical decision making)</p>	<p>Year 9 Unit 1 Great Expectations (female stereotypes)</p> <p>Unit 2 Social Responsibility</p>	<p>Treating everybody equally within our classroom environment</p>	<p>Y10 and Y11 Synergy Science (Combined Science) covers evolution, genetic inheritance, variation and diversity.</p> <p>Y11 - Biology - inheritance - difficulties dealing with inherited conditions (e.g. CF) and embryo screening.</p> <p>Y11 - Biology - genetic engineering - adapting food nutritional content in third world countries</p>	<p>Y7 - What does it mean to be British?</p> <p>Y7 - To what extent was there a Golden Age in the Islamic World</p> <p>Y7 - Why was the Tudor dynasty significant? (Black Tudors)</p> <p>Y8 - What can we learn about slavery from Olaudah Equiano?</p> <p>Y8 - How dangerous was life in Industrial Britain?</p> <p>Y8 - Warfare and Conflict in the 20th century. How did warfare change from 1914-1990?</p> <p>Y8 – What factors caused terrorism in the 20th century?</p> <p>Y9 - How successful has the fight for equality been since 1900?</p> <p>Y9 - The rise of dictatorship and international conflict in mid-20th Century</p> <p>Y9 - How was the Holocaust able to happen?</p> <p>Y9 - To what extent was the USA 'land of the free and the home of the brave' in the early 20th Century?</p> <p>Y10 - GCSE America 1920 - 75</p> <p>Y10 - GCSE Elizabethan England</p> <p>Y11 - GCSE Health and the People 1000 - modern day</p> <p>Y11 - GCSE Conflict and Tension 1918-39</p> <p>Y10 - GCSE Persian Empire</p> <p>Y10 - GCSE Alexander the Great</p> <p>Y11 - GCSE Origins of Rome</p> <p>Y11 - GCSE Cleopatra</p>
The Common Good	<p>Year 7 - Creation and covenant unit of work (what is the role of prayer)</p> <p>Year 7 - prophecy and Promise unit of work (what does it mean that scripture is inspired?)</p> <p>Year 7 -desert to garden unit of work (how do Catholics carry Jesus into the world)</p> <p>Year 8- Can one person change the world (Jesus the new covenant)</p> <p>year 9 - Suffering unit of work (Catholic responses to suffering)</p>	<p>Year 9 Unit 5 Unseen Poetry</p> <p>Year 11 Unit 1 An Inspector Calls</p>	<p>Using the seating plan to ask specific pupils who may not otherwise get the chance to offer their opinions helps everybody to have a voice.</p>	<p>Y11 Synergy Science (Combined) has a unit called 'Guiding Spaceship Earth to a Sustainable Future'. This looks at our responsibility to look after our environment so that future generations are not disadvantaged.</p>	<p>Y7 - The End of Empire and the Commonwealth (part of Y7 Empire)</p> <p>Y8 - What can we learn about slavery from Olaudah Equiano?</p> <p>Y8 - How dangerous was life in Industrial Britain?</p> <p>Y8 - Warfare and Conflict in the 20th century. How did warfare change from 1914-1990?</p> <p>Y9 - How successful has the fight for equality been since 1900?</p> <p>Y9 - The rise of dictatorship and international conflict in mid-20th Century</p>

	<p>Year 9 - Vocation unit of work (how can Catholics live out their vocation)</p> <p>Ks4 - Catholic Beliefs unit of work (creation and the nature of humanity)</p> <p>ks4 - Catholic Practices unit of work (SCT, mission and evangelism)</p>				<p>Y9 - How was the Holocaust able to happen?</p> <p>Y9 - To what extent was the USA 'land of the free and the home of the brave' in the early 20th Century?</p> <p>Y10 - GCSE America 1920 - 75</p> <p>Y10 - GCSE Elizabethan England</p> <p>Y11 - GCSE Health and the People 1000 - modern day</p> <p>Y11 - GCSE Conflict and Tension 1918-39</p> <p>Y11 - GCSE Origins of Rome</p> <p>Y11 - GCSE Cleopatra</p>
Stewardship	<p>Year 7 - Creation and covenant (What is our responsibility to others and the world)</p> <p>Year 7 - Creation and covenant (ethical option, how can we respond to world hunger)</p> <p>Year 8 - Forgiveness unit of work (why is forgiveness important to Christians?)</p> <p>Year 9- year 9 - Suffering unit of work (Catholic responses to suffering)</p> <p>Year 9 - Vocation unit of work (how can Catholics live out their vocation)</p> <p>Ks4 - Catholic Beliefs unit of work (creation and the nature of humanity)</p> <p>ks4 - Catholic Practices unit of work (SCT, mission and evangelism)</p>	<p>Year 9 Unit 2 Social Responsibility</p>	<p>Caring for earth starts in the classroom by making sure that we tidy up after ourselves, put litter in the bin even if it may not be ours, ensuring everybody is treated equally, de merits/ merits are given out fairly so that there is no injustice.</p>	<p>Y11 Synergy Science (Combined) has a unit called 'Guiding Spaceship Earth to a Sustainable Future'. This looks at our responsibility to look after our environment so that future generations are not disadvantaged. Y10 - Biology - ecology - use of Earth's resources</p> <p>Y11 - life cycle assessments in 'using resources'</p>	<p>Y7 - Was the British Empire an 'era of darkness'?</p> <p>Y8 - What can we learn about slavery from Olaudah Equiano?</p> <p>Y8 - How dangerous was life in Industrial Britain?</p> <p>Y8 - Warfare and Conflict in the 20th century. How did warfare change from 1914-1990?</p> <p>Y9 - How successful has the fight for equality been since 1900?</p> <p>Y9 - The rise of dictatorship and international conflict in mid-20th Century</p> <p>Y9 - How was the Holocaust able to happen?</p> <p>Y9 - To what extent was the USA 'land of the free and the home of the brave' in the early 20th Century?</p> <p>Y10 - GCSE America 1920 - 75</p> <p>Y10 - GCSE Elizabethan England</p> <p>Y11 - GCSE Health and the People 1000 - modern day</p> <p>Y11 - GCSE Conflict and Tension 1918-39</p> <p>Y11 - GCSE Origins of Rome</p>
Participation	<p>Year 7 - Creation and covenant unit of work (What is our responsibility to others and the world)</p> <p>Year 7 - Galilee to Jerusalem unit of work (can businesses act selflessly?)</p> <p>Year 7 - Desert to garden unit of work (how can we respond to world hunger)</p> <p>Year 7 - To the ends of the earth unit of work (ethical option, how should we live?)</p> <p>Year 8 - Can one person change the world unit of work (Jesus, the new covenant)</p> <p>Year 9- year 9 - Suffering unit of work (Catholic responses to suffering)</p>	<p>Year 10 S&L formal presentations</p> <p>Year 11 ELP2 Q5 persuasive writing</p>	<p>Working with others and listening to each other's opinions in class.</p>	<p>Y9 Energy - renewable and non-renewable resources.</p>	<p>Y8 - What can we learn about slavery from Olaudah Equiano?</p> <p>Y8 - Warfare and Conflict in the 20th century. How did warfare change from 1914-1990?</p> <p>Y9 - How successful has the fight for equality been since 1900?</p> <p>Y9 - The rise of dictatorship and international conflict in mid-20th Century</p> <p>Y9 - How was the Holocaust able to happen?</p> <p>Y10 - GCSE America 1920 - 75</p> <p>Y11 - GCSE Health and the People 1000 - modern day</p> <p>Y11 - GCSE Conflict and Tension 1918-39</p>

	<p>Year 9 - Vocation unit of work (how can Catholics live out their vocation)</p> <p>ks4 - Catholic Practices unit of work (SCT, mission and evangelism)</p> <p>ks4- Sources of wisdom and Authority unit of work (personal and ethical decision making)</p> <p>Ks4 - Catholic Practices unit of work (pilgrimage)</p>				
Solidarity	<p>Year 7 - Creation and covenant unit of work (What is our responsibility to others and the world)</p> <p>Year 7 - Galilee to Jerusalem unit of work (can businesses act selflessly?)</p> <p>Year 7 - Desert to garden unit of work (how can we respond to world hunger?)</p> <p>Year 7 - To the ends of the earth unit of work (ethical option, how should we live?)</p> <p>Year 8 - Can one person change the world unit of work (Jesus, the new covenant)</p> <p>Year 9- Suffering unit of work (Catholic responses to suffering)</p> <p>Year 9 - Vocation unit of work (how can Catholics live out their vocation)</p>	<p>Year 10 Unit 3 A Christmas Carol</p> <p>Year 11 Unit 1 An Inspector Calls</p>	<p>Group work and listening to other people's views.</p>	<p>Y11 - Biology - inheritance - difficulties dealing with inherited conditions (e.g. CF) and embryo screening.</p> <p>Y11 - Biology - genetic engineering - adapting food nutritional content in third world countries</p>	<p>Y7 What does it mean to be British?</p> <p>Y7 Was the British Empire an 'era of darkness'?</p> <p>Y8 - What can we learn about slavery from Olaudah Equiano?</p> <p>Y8 - How dangerous was life in Industrial Britain?</p> <p>Y8 - Warfare and Conflict in the 20th century. How did warfare change from 1914-1990?</p> <p>Y9 - How successful has the fight for equality been since 1900?</p> <p>Y9 - The rise of dictatorship and international conflict in mid-20th Century</p> <p>Y9 - How was the Holocaust able to happen?</p> <p>Y10 - GCSE America 1920 - 75</p> <p>Y11 - GCSE Health and the People 1000 - modern day</p> <p>Y11 - GCSE Conflict and Tension 1918-39</p> <p>Y10 - GCSE Alexander the Great</p> <p>Y11 - GCSE Origins of Rome</p> <p>Y11 - GCSE Cleopatra</p>
Promoting Peace	<p>Year 7 - Creation and covenant unit of work (What is our responsibility to others and the world)</p> <p>Year 9 - Suffering unit of work (Catholic responses to suffering)</p> <p>ks4 - Catholic Practices unit of work (SCT, mission and evangelism)</p> <p>ks4- Sources of wisdom and Authority unit of work (personal and ethical decision making)</p>	<p>Year 9 Unit 2 Social Responsibility</p>	<p>Creating a classroom environment that is peaceful aids learning.</p>	<p>Y10 Physics - Atomic Structure. We look at the story of Robert Oppenheimer and the ethical/moral issues around the development of nuclear weapons and how this led Oppenheimer to lobby against the development of more powerful weapons after World War 2.</p>	<p>Y8 - What can we learn about slavery from Olaudah Equiano?</p> <p>Y8 - Warfare and Conflict in the 20th century. How did warfare change from 1914-1990?</p> <p>Y8 – What factors caused terrorism in the 20th century?</p> <p>Y9 - How successful has the fight for equality been since 1900?</p> <p>Y9 - The rise of dictatorship and international conflict in mid-20th Century</p> <p>Y9 - How was the Holocaust able to happen?</p> <p>Y10 - GCSE Elizabethan England</p> <p>Y11 - GCSE Health and the People 1000 - modern day</p> <p>Y11 - GCSE Conflict and Tension 1918-39</p> <p>Y10 - Persian Empire</p> <p>Y10 - GCSE Alexander the Great</p>

					Y11 - GCSE Origins of Rome Y11 - GCSE Cleopatra
Subsidiarity	Year 7 - Creation and covenant unit of work (What is our responsibility to others and the world) Year 8 - Can one person change the world unit of work (Jesus, the new covenant) Year 9 - Suffering unit of work (Catholic responses to suffering) Ks4 - Catholic Practices unit of work (SCT, mission and evangelism)			Y10 - Biology - how government policy affects health of population (non-communicable diseases)	Y8 - What can we learn about slavery from Olaudah Equiano? (Abolition) Y8 - How dangerous was life in Industrial Britain? Y8 - Warfare and Conflict in the 20th century. How did warfare change from 1914-1990? Y9 - How successful has the fight for equality been since 1900? Y9 - To what extent was the USA 'land of the free and the home of the brave' in the early 20th Century? Y10 - GCSE Elizabethan England Y11 - GCSE Health and the People 1000 - modern day Y11 - GCSE Conflict and Tension 1918-39 Y11 - GCSE Origins of Rome Y11 - GCSE Cleopatra
Distributive Justice	Year 7 - Galilee to Jerusalem unit of work (can businesses act selflessly?) Year 7 - Desert to garden unit of work (how can we respond to world hunger?) Year 7 - To the ends of the earth unit of work (ethical option, how should we live?) ks4 - Catholic Practices unit of work (SCST, mission and evangelism) ks4 - Sources of wisdom and Authority unit of work (personal and ethical decision making)			Y11 - Biology - inheritance - difficulties dealing with inherited conditions (e.g. CF) and embryo screening. Y11 - Biology - genetic engineering - adapting food nutritional content in third world countries	Y8 - How dangerous was life in Industrial Britain? Y8 - Warfare and Conflict in the 20th century. How did warfare change from 1914-1990? Y10 - GCSE America 1920 - 75 Y10 - GCSE Elizabethan England Y11 - GCSE Health and the People 1000 - modern day Y11 - GCSE Origins of Rome
Preferential Option for the Poor	Year 7 - Galilee to Jerusalem unit of work (can businesses act selflessly?) Year 7 - Desert to garden unit of work (how can we respond to world hunger?) Year 7 - To the ends of the earth unit of work (ethical option, how should we live?) ks4 - Catholic Practices unit of work (SCST, mission and evangelism) ks4 - Sources of wisdom and Authority unit of work (personal and ethical decision making)	Year 9 Unit 2 Social Responsibilities		Y11 - Biology - inheritance - difficulties dealing with inherited conditions (e.g. CF) and embryo screening. Y11 - Biology - genetic engineering - adapting food nutritional content in third world countries	Y8 - What can we learn about slavery from Olaudah Equiano? Y10 - GCSE Elizabethan England Y8 - How dangerous was life in Industrial Britain?

Catholic Social Teaching	Modern Foreign Languages	Art and Design	Design and Technology	Music	Drama/ Dance	Physical Education	Geography	Computing
Human Dignity	Year 7 Myself and My Family Year 7/ Year 9 School- No RE teaching in French schools- compare Year 9 Holidays (Countries/ Nationalities) Year 10 My Personal World	Year 7 - 'Identity' project - Autumn term and Spring term Year 8 - 'masks' and 'Journeys' - whole year . Both projects based on cultural artwork Year 10 / 11 ART - 'In the News' - pupils select an issue, news story, that they feel strongly about and create a collection of work which has an important message. Many pupils will choose themes which cover areas of the above such as 'equality', 'gender', etc Year 10 / 11 PHOTOGRAPHY - 'Identity' project - Spring and summer term into year 11,	Design & Technology GCSE students study social, ethical and moral aspects of design and production. Students are taught about inclusive design for all. We are currently re-writing KS3 to implement more aspects of this. The year 8/9 projects use waste materials and recycled items to show how design has a respect for the earth and how inclusive design can combat poverty. Within school we provide materials for making so students are not disadvantaged.	Year 7 & 8 song writing tasks Year 9 Protest Songs	Year 9: 'Noughts and Crosses' (looks at civil rights and racism) We explore a range of issues that cover human dignity when creating a performance piece for GCSE dance, students have covered the Ukraine war and the devastating effects it has had on families, The Tattooist of Auschwitz and the holocaust which is also explored in a set work 'Shadows,' from the dance anthology studied in the specification.	Year 10/11 GCSE PE - Engagement patterns of different social groups _They look at barriers to participation and reflect on how to improve them. In PE we show compassion and respect towards our opponents and teams	Y9 Development unit	Year 7 IT - E-Safety We discuss being a decent human and not using computers irresponsibly
The Common Good		All lessons contain an element of discussion where all pupils are invited to share their opinions and views. Pupils are consistently encouraged to have their say. Pupils are taught to understand that their opinions are important and to listen to those of others equally so.	Staff within the department are encouraged to listen and not always have a hands up approach so all my input and have their voices heard. Within the curriculum students are taught to listen to clients and therefore model this approach in design and in life.	Year 9 Protest Songs	All years - collaborative work Year 7: Improvisation and Forum Theatre (Using Forum Theatre to explore and find solutions to dilemmas and social issues) Students in dance explore many different issues and ways of telling them through dance. For example: discrimination, children and families	We all have the same expectations and wear the same PE kit		Ethical issues in Year 9IT Year 10 Ethical issues unit. Discussing Year 11 network security discussing Ethical hacking (hacking for the greater good)

					of war, refugees, disabilities. This exploration has allowed students to give voice to those who cannot always through the medium of storytelling movement.			
Stewardship	Year 9 Module 4- Environment Year 11- Home Town and Local Area	Year 10 / 11 ART - 'In the News' - pupils select an issue, news story, that they feel strongly about and create a collection of work which has an important message. Many pupils will choose themes which cover areas of the above such as 'poverty', 'Climate change', 'inequality'	Students are taught about stewardship of the earth, materials and resources. How design can have an impact for good and change. Students look at examples of items for developing nations. Trevor Baylis wind up radio, solar lighting, clean water filtration projects. We refer to our principles within these discussions.	Year 7 & 8 song writing tasks Year 9 Protest Songs	Year 8: Theatre in Education (Exploring social issues within groups) As part of exploring different stimuli both for choreography and performance pieces students research and develop material that reflects the environment and various aspects such as global warming.		Y7 Climate Change Unit Y9 Deserts and Rainforests unit Y10 Hazards Unit	Y10 - Computer Environmental Issues
Participation	Year 11- Social Issues/ Charities	All lessons contain an element of discussion where all pupils are invited to share their opinions and views. Pupils are consistently encouraged to have their say. Pupils are taught to understand that their opinions are important and to listen to those of others equally so.	Full participation for students within the department is particularly important and encouraged. Students are encouraged to take part and grow from what they make. We hope they go on to model this in their wider lives.	Year 7 & 8 song writing tasks Year 9 Protest Songs	Year 9: Non-naturalism. Looking at Epic Theatre, pupils explore political theatre and how it can be used to raise awareness. Working with others and listening to each other's opinions in class.	All pupils participate in PE, and this encourages them to work together.	Y7 Climate Change unit	Y10 - Computer Ethical Issues
Solidarity	Year 11- Social Issues/ Charities	Year 10 / 11 ART - 'In the News' - pupils select an issue, news story, that they feel strongly about and create a collection of work which has an important message. Many pupils will choose themes	Students learn about design projects that have come together for change within design.	Year 7 & 8 song writing tasks Year 8 Samba -	Christmas Celebration Year 10 work on performances for the local community. Group work and listening to other people's views.	Participation in team sports. Pupils learn to accept roles of captain, vice-captain, team players,	Y7 Climate Change and Plastics Unit.	

		which cover areas of the above such as 'equality', 'gender', etc		Mardi Gras Year 9 Protest Songs		coaches etc. Pupils are taught leadership in Sports Studies in Year 10 and 11. Sports day and interform encourages a collective responsibility through participation in sport		
Promoting Peace		Year 10 / 11 ART - 'In the News' - pupils select an issue or news story, that they feel strongly about and create a collection of work which has an important message. Many pupils will choose themes which cover areas of the above such as 'conflict', 'war', 'peace', 'inequality' Year 7 - 'Identity' - We look at Picasso's painting 'Guernica'. Pupils are taught the power of the painting in highlighting the atrocities of war and the need for peace.		Year 9 Protest Songs	Year 10: Key Skills 'Mirad - The Boy from Bosnia'. When returning to key skills, pupils explore extracts from the text and think about the life of refugees. Creating a classroom environment that is peaceful aides learning.	In PE pupils must control their emotions during adversity and thus develop temperance through participation in sport. They learn to be gracious in victory and congratulate opponents in defeat.	Y7 Water Unit (Conflicts)	Y9 IT- Computer Legal Issues
Subsidiarity	Year 9/ Year 11 Environment		Students learn about design projects that have come together for change within design.	Year 9 Protest Songs			Y10 Challenges in Urban Environments	Y10 - Computer Ethical Issues
Distributive Justice		Year 9 food project	Fairtrade is part of the syllabus for Design & Technology, Food, and Textiles.				Y9 Global Issues Y11 The Challenge of Managing Resources.	Y10 - Computer Ethical Issues

Preferential Option for the Poor		Year 10 / 11 ART - 'In the News' - pupils select an issue, news story, that they feel strongly about and create a collection of work which has an important message. Many pupils will choose themes which cover areas of the above such as 'equality', 'gender', etc	When students look at recycling and de-forestation, we look at the social and financial constraints, so students do not apportion blame to other circumstances. We try to teach understanding and speak about the situation first rather than students presuming those in such situation have a choice.	Year 9 Protest Songs	Theatre trips - Pupils have access to watching performances within a school environment.		Y9 Development Unit.	
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Catholic Social Teaching	Curriculum for Life
Human Dignity	Year 7- This is Me Year 7 - Bullying Year 8 - Self-Esteem Year 8 - Emotional Wellbeing Year 8 – Body Image Year 8 - Sexting Year 9 - Human Rights Year 9 - Human Rights Violations Year 9 – Diversity Year 9 - Discrimination Year 9 - HBT Bullying. Year 10 - Depression and Anxiety Year 10 – Exploited Year 10 – Diversity Year 10 – Discrimination Year 10 - Understanding and Preventing Extremism Year 11- Human Rights Year 11 - Rights and Responsibilities at Work
The Common Good	Year 7-10 C4L and Ground Rules Year 7 – The Effect of Others’ Views Year 8 – Self-Esteem

	<p>Year 8 – Emotional Wellbeing</p> <p>Year 8 – Cyberbullying</p> <p>Year 9 – Self Harm</p> <p>Year 9 – Eating Disorders</p> <p>Year 9 – Relationships</p> <p>Year 9 – You and the Law</p> <p>Year 9 – Combatting Discrimination</p> <p>Year 10 – Depression and Anxiety</p> <p>Year 10 – Difficult Emotions</p> <p>Year 10 – Relationship Abuse</p> <p>Year 10 – Sharing Sexual Images</p> <p>Year 10 – Sexual Harassment</p> <p>Year 10 – Harmful Sexual Behaviours</p> <p>Year 11 – Parenthood and Parenting</p> <p>Year 11- Sexual Harassment and Sexual Violence</p> <p>Year 11 – First Aid Champions Course</p> <p>Year 11 - Rights and Responsibilities at Work</p>
Stewardship	<p>Year 9 – Combatting Discrimination</p> <p>Year 10 – Sexual Harassment</p> <p>Year 10 – Understanding and Preventing Extremism</p> <p>Year 11 – Sexual Harassment and Sexual Violence</p>
Participation	<p>Year 7-10 C4L and Ground Rules</p> <p>Year 7 – Being Enterprising</p> <p>Year 8 – Physical Health and Wellbeing</p> <p>Year 8 – UK Parliament</p> <p>Year 8 – Power to the People</p> <p>Year 8 – Alcohol</p> <p>Year 8 – Smoking</p> <p>Year 8 – Addiction</p> <p>Year 8 – Gambling</p> <p>Year 9 – A Punishment to Fit the Crime</p> <p>Year 9 – Combatting Discrimination</p> <p>Year 10 – Depression and Anxiety</p> <p>Year 10 - Difficult Emotions</p> <p>Year 10 – Body Image</p>

	<p>Year 10 – Relationship Abuse</p> <p>Year 10 - Sharing Sexual Images</p> <p>Year 10 – Sexual Harassment</p> <p>Year 10 – Loss Separation and Divorce</p> <p>Year 10 – Harmful Sexual Behaviours.</p> <p>Year 10 – Getting Involved</p> <p>Year 11- Sexual Harassment and Sexual Violence</p> <p>Year 11 – Breast and Testicular Cancer</p> <p>Year 11 – Illegal Drugs</p> <p>Year 11 – Other Systems and Forms of Government</p>
Solidarity	<p>Year 7 – Rules and Laws</p> <p>Year 7 – Parliament and Law Making</p> <p>Year 7 – MPs</p> <p>Year 7 – Citizens Working Together</p> <p>Year 7 – Honours Programme</p> <p>Year 8 – UK Parliament</p> <p>Year 8 - Power to the People</p> <p>Year 8 – Political Parties</p> <p>Year 8 – Illegal Drugs</p> <p>Year 9 – Human Rights</p> <p>Year 9 – Human Rights Violations</p> <p>Year 9 - Combatting Discrimination</p> <p>Year 10 – Law the Separation of Powers</p> <p>Year 10 – The UK and the Wider World</p> <p>Year 11 – Human Rights</p>
Promoting Peace	<p>Year 9 – Combatting Discrimination</p> <p>Year 10 – The UK and the Wider World</p> <p>Year 11 – Human Rights</p>
Subsidiarity	<p>Year 7 – Parliament and Law Making</p> <p>Year 7 – MPs</p> <p>Year 7 – Citizens Working Together</p> <p>Year 7 – Honours Programme</p> <p>Year 8 – UK Parliament</p> <p>Year 8 - Power to the People</p> <p>Year 8 – Political Parties</p>

	Year 9 - Combatting Discrimination Year 10 – Getting Involved
Distributive Justice	Year 7 – Citizens Working Together Year 9 – Human Rights Year 9 – Combatting Discrimination Year 10 – Public Money Y10 – Student Loans Decoded Year 11 – Human Rights
Preferential Option for the Poor	Year 7 – Citizens Working Together Year 9 – Combatting Discrimination Year 10 – Public Money Y10 – Student Loans Decoded