

Catholic Social Teaching

Maths

Catholic Social Teaching has been integrated into the curriculum and links to real life contexts of each mathematical process explored in every year group. For example, students learn how to properly budget, manage debt, understand how credit cards work and open a bank account. Teachers support students to consider different wages and discuss a realistic percentage of that wage that can be used to support the poor and vulnerable, a key aspect of Catholic teaching, especially when considering how this can be exercised in society. We also promote maths as a tool to inspire and bring about peace through social equality for example students learn about Pythagoras Theorem and its current applications of solving problems related to navigation, surveying and architecture. When looking at data, we explore the numerous statistics related to the human impact of a lack of clean water and food or communities and individuals affected by natural disasters. As teaching strategy in Maths, we are tolerant of differing methods of learning and use class discussion to tackle mathematical problems, we often find varying strategies to come to the same solution. We teach that no method is better than the other and accept and listen to other points of view.

SEND

The principles of Catholic Social Teaching are evident throughout the SEND provision at Maria Fidelis. We are proud to be a truly inclusive school and our values of compassion and respect are at the heart of the excellent work the SEN department do. Our students with additional needs are supported to play a full part of school life and participate in the full range of school activities. They are further supported with developing their individual skills and talents so that they can continue to be a part of their wider communities as they prepare for adulthood; this includes activities such as work experience at London Zoo, sessions at the British Library and Story Garden and participation in a gardening project. The St Patrick's provision within school allows students to play their own role in developing a safe and nurturing environment.

Geography

Catholic Social Teaching (CST) and Catholic virtues offer a valuable view and understanding of geographical issues and their future sustainable solutions. Geography and Catholic virtues focus on the dignity of the human experience, the importance of community and the understanding of the world beyond the individual. All of which are explored through geographical challenges such as migration, poverty and environmental degradation.

Our geographical curriculum reflects the Maria Fidelis values of Hope, Justice and Companionship to ensure that our students are examples of Stewardship and can care for God's creations. We ask our students to explore social causes, international relationships in different forms and the importance of sustainably practices to conserve the Earth's environment for the future generations.

We value education inside and outside of the classroom to ensure Maria Fidelis students are well rounded individuals who view the world with a critical lens so they can protect and conserve the Earth's environment for the future generations. We do

this by teaching our KS3 students the importance of connection to place and space, this then evolves into an understanding of environmental differences in KS4 by exploring other landscapes on trips outside of London. In doing so we provide our students the ability to listen with intent, act with purpose and develop a love for learning in different forms.

As a display of companionship, we strive to ensure that are students feel valued and engage in a safe learning environment. This is shown through patience, resilience, consideration and justice within all aspects of the student's day. These attributes lay a foundation for a respectful classroom that encourages students to share opinions to further feed their humility.

Business Studies

In GCSE Business, Catholic Social Teaching (CST) and Catholic virtues are integrated through discussions on ethical business practices and real-world case studies. For example, when learning about worker exploitation overseas, students explore why UK companies manufacture abroad for profit while weighing the ethical implications, aligning with CST principles like the dignity of work and the common good. Another example is examining corporate social responsibility (CSR), where students analyse how businesses balance the trade-off between profit with ethical duties, such as paying workers at least the minimum wage and adhering to employment and consumer laws. This reflects Catholic virtues such as justice and stewardship. These discussions encourage moral decision-making and critical thinking in business ethics. Students are encouraged to strive for excellence in their work ethic and in the presentation of their work. Together in companionship we explore reasons why excellence is important in a business setting. Whether as an employer or employee we should all have hope to aspire to excel by producing the highest quality products and services which embrace the Japanese Kaizen philosophy which seeks small but continuous improvement.

Science

Catholic Social Teaching (CST) is reflected in the school science curriculum by promoting respect for all life, care and responsibility for the environment, and a commitment to fairness and the common good. Lessons on sustainability, the ethical implications of scientific advancements, the importance of stewardship and the importance of sharing progress to better the lives and experiences of all align with these principles. The principles of CST often overlap in the science curriculum: In Biology we discuss medical testing and treatments, including fertility interventions; we discuss organ donation and stem cell research exploring the practical as well as the ethical issues involved in these procedures. Dignity and hope are addressed in our Chemistry studies of climate change and its prevention; and we consider our responsibility to participate in the development of renewable energy resources in Physics, working in solidarity with other nations to achieve a better world for us all.

In the classroom, Catholic virtues such as compassion, respect, and fairness are demonstrated through the encouragement of collaboration during paired discussion

and practical work, empathy towards others' ideas, and fostering an inclusive environment where all students feel valued. Teachers model these virtues, creating a space where kindness, responsibility, and a sense of community thrive alongside academic learning.

We offer students opportunities to take parts in visits and science related work experience where they get to understand how we fit into society as individuals and the importance of representing themselves and their school in a positive light to the wider community.

Modern Foreign Languages

In the Modern Foreign Languages department, our mission is to spark curiosity and foster a genuine enjoyment of language learning. We aim to help students develop a deep appreciation for different cultures and ways of life, broadening their worldview and embedding the principles of Catholic Social Teaching throughout their linguistic journey. Our lessons are rooted in collaboration and mutual respect, highlighting how learning a new language strengthens literacy, builds resilience, and supports personal growth.

Students are encouraged to embrace the richness of the wider world, particularly through an understanding of the diverse cultures within the Hispanic and Francophone communities. In doing so, they come to see themselves as valued members of both their local and global communities—united in solidarity, as one family under God.

As part of our curriculum, we explore a range of social issues such as poverty and hunger, considering the challenges others face and reflecting on ways we can respond to these injustices. We also examine the human impact on the environment, learning how we can contribute to its protection both locally and globally. Our language studies also cover key themes such as food, education, housing, family life, personal relationships, and healthy living. Through these topics, students come to understand the inherent dignity and equality of all people and are inspired to act with compassion and empathy as citizens of the world.

Physical Education

Catholic Social Teaching (CST) is embedded within the Physical Education curriculum. Using the school's values of dignity, hope & excellence, this can be seen throughout lessons, clubs & fixtures we provide in the Physical Education department. With a strong focus on student's physical, emotional and social wellbeing to educate learners on their overall health, we look at a holistic development of students from key stage three all the way to key stage five. Allowing students to become self-reflective young adolescents to leave education with morals, values and life skills to be the best version of themselves through sport and education.

Religious Education

The Religious Education (RE) curriculum is rooted in Catholic Social Teaching, centred on the dignity of every person, made in the image of God (Genesis 1:26–27). Key themes include solidarity, the common good, preferential option for the poor, peace, stewardship, and the dignity of work. Students are encouraged to live their faith through action, supporting organisations like CAFOD and SVP, and promoting justice and service. Inspired by *Laudato Si* and Liberation Theology, they explore issues like environmental care, poverty, and global responsibility. Interfaith understanding is fostered through study of the Second Vatican Council and 'Dialogue and Encounter' units. The curriculum is shaped by the FCJ values Companionship, Gentleness, Justice, Hope, Excellence, and Dignity guiding students' academic, moral, and spiritual development. Across all stages, RE helps students grow in faith, act with compassion, and contribute to a more just world, forming individuals grounded in Gospel values and committed to service.

English

In the late Pope Francis' letter on the role of literature in formation he stated: *'literature... originates in the most irreducible core of the person, that mysterious level [of their being]... Literature is life, conscious of itself, that reaches its full self-expression through the use of all the conceptual resources of language'*.

At Maria Fidelis, we hope to reflect this ethos in our English curriculum. Catholic Social Teaching and Catholic virtues are thoughtfully integrated through the exploration of literature, and collaborative learning. For instance, A Christmas Carol provides a rich opportunity to discuss the virtue of charity and the dignity of the poor, aligning with principles of solidarity and care for the vulnerable. Poetry from diverse voices are integrated from KS3-KS5 to emphasise the themes of equality and respect for human dignity, fostering both empathy and inclusion. Texts from the Romantic era highlight a reverence for creation and the intrinsic value of the natural world, resonating with stewardship and care for the Earth. These themes are further reinforced through class discussions that encourage respectful dialogue, teamwork, and the cultivation of mutual respect, mirroring Catholic virtues in practice.

Art

In Art Catholic values such as dignity, excellence, companionship, and hope are embedded in our KS3 art curriculum during an identity project taught at KS3. Students explore how their identity is shaped by their community and faith, celebrating the dignity and uniqueness of every person through portraiture or symbolism. Excellence can be encouraged by guiding students to reflect deeply and take pride in their creative process, emphasizing craftsmanship and thoughtful design. Companionship and hope can be fostered by having students collaborate on a shared class stamp collection that represents collective dreams, diverse backgrounds, and a vision for a hopeful future rooted in mutual respect and care.

Economics

In A-Level Economics, we study real world issues and Catholic Social Teaching is at the heart of this. The course offers a framework for understanding and engaging with economic issues, such as labour market discrimination, poverty and inequality. We address the unevenness in development levels around the world very sensitively. We teach the young people to prioritise the dignity of the human person, the common good and the importance of equity in our society. Economics also encourages students to understand policies and other interventions such as microfinance that are used to make our world a place of fairness, kindness, justice, peace and gentleness.

Design and Technology

In Design and Technology, we encourage students to view the subject, not just as a tool for progress but as a means to build a more just, humane, and sustainable world. By integrating CST principles into Design and Technology education, students can learn to create products and systems that benefit all, especially the most vulnerable, while also considering the environmental impact when selecting materials. Students are encouraged to work together and collaborate, and understand the difference between people, especially those in different circumstances, they design products that foster a sense of community and shared responsibility. Students recognize the interconnectedness of all living things and the importance of protecting the environment for present and future generations.