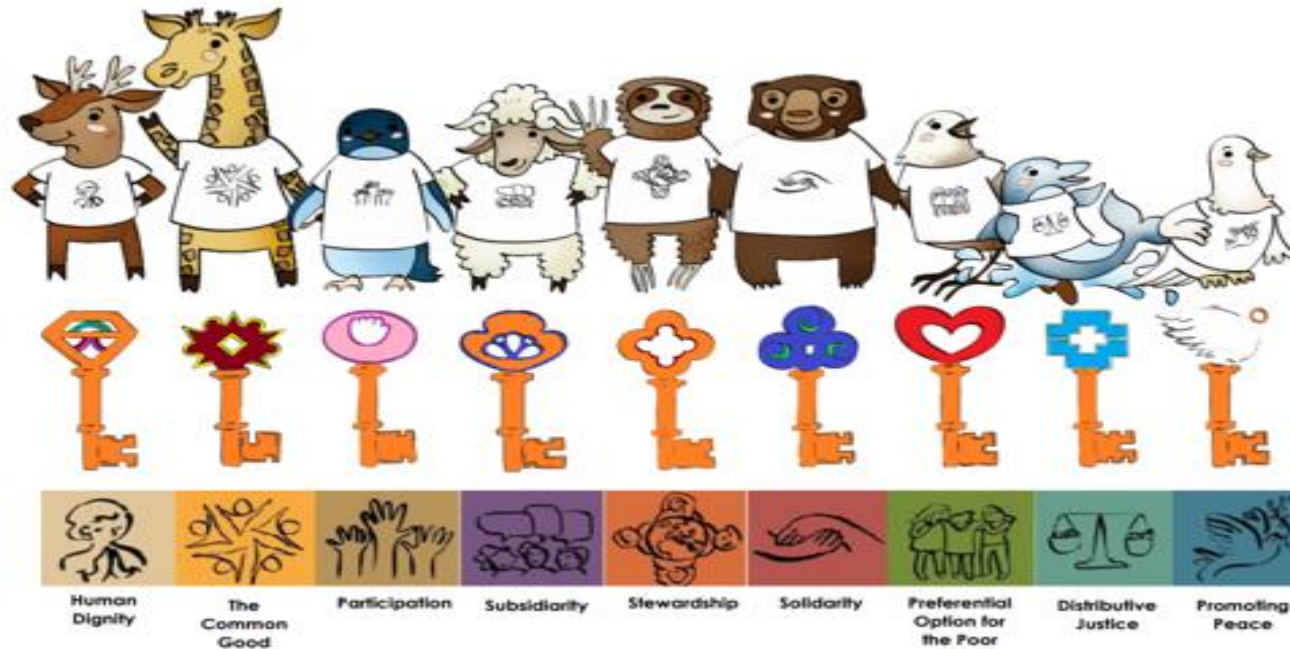


Catholic Social Teaching in our EYFS Curriculum



Human Dignity

St Paul tells us that each person is a work of art, created by God and chosen for a unique purpose. Ephesians 2:10 Saint Mary's works with all people, regardless of gender, disability, age, race, ethnicity, nationality, culture, sexual orientation, political or religious belief. We celebrate diversity, and the strength it gives us, as we come together

Our whole EYFS ethos is based around accepting children as individuals. Staff model this approach throughout the year and show the children examples of how to work alongside all children.

- Children's uniqueness and individuality is celebrated through the first terms topics in Autumn 1 as children get to know each other. Children are then reminded of their

<p>and seek justice for all. Since we believe each person is made in the image and likeness of God and has inherent dignity, we work with those living in poverty to have access to food, water, housing and other basic amenities which many of us can often take for granted.</p>	<p>differences and this needs to be celebrated. E.g. sports day – ok not to win, created in God’s own image and he has given us our own unique talents.</p> <ul style="list-style-type: none"> • Children are made aware of other children who may not have the same lifestyle as themselves. E.g. children who are going to school and a war is happening, some children who are not able to go to school at all, children who have a particular need e.g. blind and how they read a book etc. • Staff discuss any fund raising events at length and teach them as a lesson to deepen children’s understanding – e.g. food bank collection – some Mummies and Daddies do not have money to buy food, CAFOD looking at children in other countries. This ensures those firm foundations of knowledge which can then be embedded throughout school.
<p style="text-align: center;">Common Good</p> <p style="text-align: center;">"You are not making a gift of your possessions to the poor person. You are handing over to them what is theirs." St Ambrose (340-397 AD)</p> <p>Saint Mary’s follows Jesus’ example of ensuring that quieter voices are heard, so that a better world is achieved together and where each and every one of us, including our mother earth, may flourish. Ultimately, no one can truly flourish if another person is hungry, lost or abandoned, nor can humankind flourish while our common home is degraded and exploited for the good of the few.</p>	<p>Staff model and constantly say through every part of the day – ‘we are following in Jesus’ footsteps’. Staff discuss with the children openly about their differences and everyone’s best is different – its about being the best YOU can be.</p> <ul style="list-style-type: none"> • Laudato Si’ is a major focus in EYFS during forest school sessions and about the approach to ‘Our Common Home’ we want the children to have. E.g. we don’t want children ‘picking wild flowers’ they are needed for wildlife. Staff model openly about the need to care for our environment whether in school, outside or at home we take care of everything we do. • Staff model about and constantly talk about ‘treating others how you would like to be treated’, staff give children examples and ask they what they would do in that situation or what would Jesus do in that situation.

	<ul style="list-style-type: none"> • Behaviour is openly discussed and explained (where appropriate) so children can learn from each other and consider a better example. • Good choices are constantly celebrated with a verbal praise, praise postcards or team points and telling the children they have done a good job or made a good choice or set a good example. • Staff model and discuss with the children those key priorities of sharing, caring, helpfulness and the importance of not wasting what we have – e.g. eat your snack, turn off the lights when not using them and staff openly say the sentences I am turning off the lights because we don't want to waste energy and I don't them on. • Staff constantly discuss with the children openly about how they are making others feel.
<p style="text-align: center;">Participation</p> <p style="text-align: center;">Do the hard work of getting along with each other, treating each other with dignity and honour. (James 3:17)</p> <p>Together, we can confront the problems of our world and seek solutions that are truly effective. We listen to others as they speak for themselves, help them to participate if they need such help and speak-out boldly on their behalf when it is right to do so. This is about Doing-Together, not Doing-To.</p>	<ul style="list-style-type: none"> • Staff model and discuss with the children those key priorities of sharing, caring, helpfulness and the importance of not wasting what we have – e.g. eat your snack, turn off the lights when not using them and staff openly say the sentences I am turning off the lights because we don't want to waste energy and I don't them on. • Staff constantly discuss with the children openly about how they are making others feel. • Staff model openly about needing help and support and working together e.g. Mrs Stenton, I can't put this up please can you help me. CT asks oh Mrs Stenton please could you for me, that would be so helpful. This allows helps children pick up that positive language about how to act.
<p style="text-align: center;">Subsidiarity</p> <p style="text-align: center;">Blessed are they who maintain justice, who constantly do what is right- Psalm 106:3</p>	<ul style="list-style-type: none"> • Staff model and discuss with the children 'we may be small but we are mighty' staff encourage children to make a difference and tell them the older ones/Mrs

Saint Mary's believes that local individuals, communities, and local organisations are best placed to influence changes to global, national and local policies and practices so that they benefit all. We follow Jesus' example of ensuring that the insights and perspectives of quieter voices are heard, so that a better world is achieved together.

Wolstenholm think we can't do it but I think we can.. can we? We encourage children to reach their full potential always.

- Staff know the children incredibly well and know when to challenge the children to be the best they can be or when they have worked hard enough and have already given everything they have. Staff are mindful of the children's unique individualised behaviours and personalities that make them who they are and staff foster that individuality and promote it through conversations and in the tasks they get children to complete. E.g. a child who needs to wriggle – oh could you just turn off the lights please? 'A child who needs to talk a lot – oh can you go and ask Mrs Stenton if...
- Staff model and constantly say through every part of the day – Following that good example of Jesus' and I am looking for you to be 'the best you can be'. Staff discuss with the children openly about their differences and everyone's best is different – its about being the best YOU can be.

Stewardship

The ecological crisis is also a summons to profound interior conversion...Living our vocation to be protectors of God's handiwork is essential to a life of virtue; it is not an optional or a secondary aspect of our Christian experience. Pope Francis – Laudato Si

Caring for the earth is integral to our task of tackling the scandal of global poverty, vulnerability, inequality, injustice and exclusion. It is neither optional nor secondary. Following an integral ecology approach we hear the inseparable cry of the earth and cry of the poor and respond holistically.

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• As part of forest school children help to care for the garden. As part of children planned worship children are encouraged to take care of the environment – like picking up litter.

	<ul style="list-style-type: none"> • Staff model and encourage children to never stop trying and say that even a small change can make a difference. • Our curriculum within EYFS supports that need to care for the environment and explore worlds they may never have seen e.g. garden centre role play
<p style="text-align: center;">Option for the Poor</p> <p>'For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me.' Matthew 25:35-40</p> <p>We work wherever the need is greatest. We refuse to accept the suffering of our brothers and sisters. No one should be beyond reach of the love and support they need.</p>	<ul style="list-style-type: none"> • Children are made aware of other children who may not have the same lifestyle as themselves. E.g. children who are going to school and a war is happening, some children who are not able to go to school at all, children who have a particular need e.g. blind and how they read a book etc. • Recent news events are discussed and lessons taught around them to encourage children to have that wider knowledge of the world. • Staff model helping everyone whether that is a member of staff – please can I borrow your i-pad or if it's another child who needs help filling their water bottle – staff openly say oh would you like some help with that? This gives children that positive model and has a positive impact on the way they behave.
<p style="text-align: center;">Distributive Justice</p> <p>...we are agreed today that the earth is essentially a shared inheritance, whose fruits are meant to benefit everyone.' Pope Francis, Laudato Si'</p> <p>We believe we are all part of the global food system – which means we have the power to change it. Changing the food we buy and choosing products from Fairtrade companies is one of the ways we can help tackle poverty.</p>	<ul style="list-style-type: none"> • Staff model and discuss with the children how we can make positive changes like collecting for the food bank or Ukraine etc and teach why we are doing these collections and what impact it is going to have. • Staff model to children not wasting what they have and reminding them how incredibly lucky they are to be going to such a lovely school at Saint Mary's with staff around them who care for them very much. Staff explain that not all children are this lucky.
<p style="text-align: center;">Promoting Peace</p> <p>"Our common bonds of humanity demand that we live in harmony and that we promote what is good for one</p>	<ul style="list-style-type: none"> • Staff discuss any fund raising events at length and teach them as a lesson to deepen children's understanding – e.g. St local money towards food, food bank collection – some

another. These ethical implications are the reason why solidarity is a basic key to peace." St John Paul II

Projects backed by CAFOD are building peace in multiple conflict situations. Poverty and conflict are closely linked, so CAFOD works in many countries where there is war or violence

Mummies and Daddies do not have money to buy food, CAFOD looking at children in other countries. This ensures those firm foundations of knowledge which can then be embedded throughout school.