

Catholic Social Teaching in Business Studies

	KS3	KS4	KS5
Life and Dignity of the Human Person <i>All created in the image and likeness of God</i> 		In Edexcel GCSE theme 1.4 & 2.5 (Operations & HR), students learn to recognize that businesses must treat all individuals (employees, customers, suppliers) with basic respect and avoid causing harm. They also learn to apply ethical HR practices (equal opportunities, fair treatment) to uphold human dignity. Students also analyze operations management to ensure ethical sourcing and safe working conditions across the supply chain.	As part of BTEC Unit 1 (Exploring Business), students critically evaluate how external PESTLE factors (specifically Social and Legal environments) dictate a business's ethical obligations. They also analyze stakeholder conflicts where profit motives clash with fundamental human rights.
Call to family, community and participation <i>Whatever is needed for each person to flourish</i> 		In Edexcel GCSE theme 2.5 (HR Decisions) Identify how local businesses support their communities and respect employees' need for work-life balance and family time. Analyze how flexible working patterns, job sharing, and teleworking support employees' family lives. Evaluate the role of social enterprises (Theme 1.1) in addressing local community needs and fostering participation.	As part of BTEC Unit 2 (Developing a Marketing Campaign), students evaluate how to design marketing campaigns that foster community participation and avoid alienating family structures. Students also assess the strategic value of cause-related marketing in building brand loyalty.

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Solidarity and the common good <i>Not just doing things for other people but acting with them to build a more just world together</i> 		In Edexcel GCSE Theme 1.1 & 1.5 (Enterprise & External Influences), students understand the basic concept of businesses working collaboratively with communities for mutual benefit (e.g., local partnerships, charity) to satisfy public objectives. Students evaluate the objectives of social enterprises in promoting the common good and analyze how businesses can act in solidarity through ethical trading, local sourcing, and Corporate Social Responsibility (CSR).	In their Unit 1 (Exploring Business) BTEC students critically evaluate the role of the third sector and social enterprises in promoting the common good. Students also analyze how collaborative stakeholder strategies build organisations that work to achieve and establish goals that satisfy the common good while also building sustainable long-term businesses and not just short-term profit extraction.
The dignity of work and the rights of workers <i>As far as possible, decisions should not be taken at the highest levels but by the people who are most affected</i> 		In theme 2.5 (HR Decisions) student are taught to recognize that workers have fundamental rights to fair treatment, safe conditions, and a voice in their workplace. They also analyze employment legislation protecting workers' rights (e.g., National Minimum Wage, Equality Act), evaluate the role of trade unions and how leadership styles give workers a voice in decision-making thereby promoting their rights and dignity.	As part of Unit 8 (Recruitment and Selection Process), students evaluate how inclusive recruitment, fairness, and transparent selection processes uphold the dignity of applicants. Students also analyze the legal and strategic implications of Equal Opportunities legislation that protect the rights and dignity of employees in the workplace.

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Stewardship of God's creation <i>We are called to care for creation as stewards, not just as consumers</i> 		In theme 1.5 & 2.3 (External Influences & Operations), students learn to identify basic environmental responsibilities of a business, such as recycling, reducing waste, and saving energy. Analyze the impact of environmental legislation and ethical issues on business operations. Evaluate sustainable operational decisions, such as waste management, lean production, and choosing eco-friendly locations that promote stewardship.	In Unit 3 (Personal and Business Finance), students critically evaluate the financial implications of environmental stewardship (e.g., the cost-benefit analysis of sustainable materials). They analyze the role of Environmental, Social, and Governance in modern business investment and finance decisions thereby promoting corporate stewardship in God's creation through business operations.
Rights and responsibilities <i>When one person has a right, others have a responsibility to uphold that right</i> 		In Theme 2.2 (Marketing Decisions), students understand basic rights and duties in a business context (e.g., consumers have a right to safe products; businesses have a responsibility to provide them). They also apply knowledge of consumer protection laws (e.g., Consumer Rights Act 2015) and advertising standards. They analyze the responsibility of businesses to ensure truthful marketing, fair pricing, and product safety, balancing consumer rights with profitability.	In Unit 2 (Developing a Marketing Campaign), students learn how to critically evaluate the ethical responsibilities of a business when targeting vulnerable audiences (e.g., children or the elderly). Students also analyze the balance between consumer rights to information and business rights to intellectual property.

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Option for the poor and the vulnerable <i>To choose to consider the needs of the poorest and most vulnerable people first</i> 		Theme 1.5 & 2.2 (External Influences & Marketing) enables students to recognize that businesses have a responsibility to support those in need through local charity, employee volunteering, or providing essential affordable products. Students analyze the ethical implications of globalization on workers in developing nations (e.g., Fairtrade) and evaluate marketing strategies to ensure that vulnerable members of society and consumers are not exploited. They also consider how businesses can provide affordable goods/services to lower-income groups.	Unit 8 (Recruitment and Selection Process) enables students to evaluate strategic initiatives for recruiting from disadvantaged or underrepresented groups as a means of promoting social mobility. They analyze how a business's commitment to inclusive hiring impacts its overall corporate strategy, brand reputation and success.