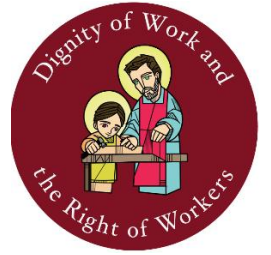


Catholic Social Teaching in Sociology

	KS3	KS4	KS5
Life and Dignity of the Human Person <i>All created in the image and likeness of God</i> 		Family: Abuse, neglect and unequal power reduce dignity. Education: Labelling and unfair treatment harm dignity. Crime and Deviance: Victims lose dignity through harm and fear. Social Stratification: Class, gender and ethnicity inequalities deny dignity (CAGE)	Family: Abuse, control and unequal power reduce dignity. Supportive families protect dignity. Education: Labelling and bias harm dignity. Fair access and respect uphold dignity. Crime and Deviance: Victims lose dignity through harm and trauma. Unequal justice undermines dignity. Beliefs in Society: Beliefs can promote human worth or justify exclusion that harms dignity.
Call to family, community and participation <i>Whatever is needed for each person to flourish</i> 		Family: Supportive families helps it members to flourish. Education: Equal access helps everyone take part in society. Crime and Deviance: Safe communities allow full participation. Social Stratification: Inequality limits people's ability to participate.	Family: Strong, supportive families help people flourish. Inequality or abuse prevents full participation. Education: Fair access lets everyone take part in society. Barriers like labelling limit participation. Crime and Deviance: Safe communities allow people to participate fully. Crime and fear reduce community involvement. Beliefs in Society: Faith groups can build community and support participation. Exclusion or extremism harms community life

Catholic Social Teaching in Sociology

	KS3	KS4	KS5
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> 		Family: Families support one another for shared good. (Primary socialisation) Education: Schools encourage cooperation and fairness. Crime and Deviance: Communities must work together to reduce harm. Social Stratification: Tackling inequality strengthens the common good. (CAGE)	Family: Strong families support one another and work together for shared wellbeing. (Primary socialisation) Education: Inclusive schools help all students participate and succeed together. (Functionalists) Crime and Deviance: Safe, fair communities require everyone working together to reduce harm. Beliefs in Society: Faith groups often unite people to promote justice, charity and community action.
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> 		Family: Work–life balance affects family wellbeing. Education: Education prepares people for fair, respectful work. Crime and Deviance: Poor work opportunities can increase vulnerability. Social Stratification: Inequality restricts access to good, dignified work.	Family: Work–family balance affects dignity. Unequal domestic labour limits people’s control over their own lives. (Feminists) Education: Schools prepare young people for fair work. Inequality in achievement restricts future rights at work. (Marxists/ Functionalists) Crime and Deviance: Unemployment and poor working conditions can push people to the margins, reducing dignity.(Marxists) Beliefs in Society: Faith groups often defend workers’ rights and support fair, participatory workplaces.

Catholic Social Teaching in Sociology

	KS3	KS4	KS5
Stewardship of God's creation <i>We are called to care for creation as stewards, not just as consumers</i> 		Family: Families teach responsibility for the environment. Education: Schools promote sustainability and awareness. Crime and Deviance: Environmental crime harms communities. Social Stratification: Poorer groups suffer most from environmental damage. (Marginalised groups)	Education: Schools promote awareness of a collective responsibility. (Functionalists) Crime and Deviance: Environmental crime harms communities and damages shared creation. (Marxism) Beliefs in Society: Faith groups often encourage care for the planet and ethical living
Rights and responsibilities <i>When one person has a right, others have a responsibility to uphold that right</i> 		Family: Families must protect each member's rights. Education: Students have a right to fair treatment. Crime and Deviance: Everyone has a right to safety and justice. (CAGE) Social Stratification: Inequality makes rights harder to uphold.	Family: Families must protect each member's rights; abuse or control violates these responsibilities. (Feminism) Education: Students have a right to fair education; schools have a responsibility to treat all equally. Crime and Deviance: People have a right to safety; communities and justice systems must uphold that right fairly. Beliefs in Society: Belief groups defend human rights; they also carry responsibility to avoid discrimination.

Catholic Social Teaching in Sociology

	KS3	KS4	KS5
Option for the poor and the vulnerable <i>To choose to consider the needs of the poorest and most vulnerable people first</i> 		Family: Vulnerable families need extra support. Education: Disadvantaged students must be prioritised. (CAGE) Crime and Deviance: Vulnerable groups face higher risks of victimisation. Social Stratification: Poverty and inequality create vulnerability. (CAGE)	Family: Families facing poverty need extra support to protect vulnerable members. Education: Schools must prioritise disadvantaged students, so they are not left behind. Crime and Deviance: Vulnerable groups are more at risk of victimisation and deserve protection. Beliefs in Society: Faith groups often focus on helping the poor and challenging injustice.