



## Human Dignity - ML

We are all unique and should treat everyone with love and respect because we are made in the image of God.

- In ML we strongly encourage values and behaviour that support pupils to treat everyone with dignity and respect.
- Pupils are encouraged to listen actively, respect different viewpoints, work in pairs or groups and recognise polite forms of address such as 'tu' and 'vous' in French and usted and tú in Spanish.
- GCSE ML requires pupils to engage in real-world topics such as: Identity and Culture [Year 7 & 9], International and Global Areas of Interest and Social Issues and Global Challenges [Years 10 & 11].
- Human dignity is embedded in cultural practices and as part of our teaching, we look at how different cultures express respect; in particular through our work on Festivals.
- Language learning is fundamentally about communicating with empathy and respecting others. We use authentic texts [articles, video clips and dialogues] as part of our lesson resources which allow us to reinforce our common belief that every person has value and deserves respect, regardless of nationality, language or background.

## Common Good

Doing what is good for everybody, not just ourselves.  
We need to think of everyone, and work towards what's best for everyone.



- In ML we teach Common Good through cultural themes.
- In Year 11, we teach vocabulary in both French and Spanish linked to environmental problems and solutions in line with Pope Francis' teachings – as stewards of God's creation. For example: recycling, pollution and how we can help the environment
- We look at rules in schools in Year 10 as part of our Education topic, teaching pupils the importance of respecting rules and each other as a member of the Catholic community.
- In Year 9 pupils learn how to describe relationships with family members and the importance of being a good friend. This allows us to promote positive values and respect for one another.
- These topics naturally lead to vocabulary about society, responsibility and collective action.



## Solidarity

We are all part of one family, by promoting peace and justice, we can bring the community together and live in unity.

- Language learning is about connection, empathy and understanding others. As such in ML we uphold and promote understanding and valuing different cultures.
- In Years 7 & 9, pupils are taught the vocabulary to describe different religions, nationalities and orientations.
- Pair and group work promotes solidarity and pupils are encouraged to practise respectful communication.
- During Mission week, pupils of all years learn about generosity and solidarity demonstrated through Christian Pilgrimages such as Santiago de Compostela and HCPT's work in Lourdes.
- We encourage pupils to work collaboratively in both pairs and groups, sharing ideas and respecting one another.
- Pupils are always encouraged to work together which is a strong lesson in solidarity.
- Pair work where stronger pupils support weaker pupils, problem solving languages tasks and group work tasks are common practice in our lessons.

## Subsidiarity

Decisions are made at the most appropriate level so that all those affected can contribute and have a voice.



- ML lessons naturally involve collaboration, cultural comparisons and real world issues. We promote sharing ideas, listening to others and encourage pupils to feedback to others in both spoken and written work.
- Subsidiarity becomes more meaningful when students work in groups and practise decision making.
- Subsidiarity is also taught through model verbs for responsibility such as 'il faut, hay que' and collective pronouns such as 'nous, nosotros'
- French and Spanish are two of the most widely spoken languages on the planet and learning them is a way of expanding pupils' horizons far beyond the classroom.
- At KS3, we look at countries other than France and Spain where French and Spanish are spoken. We encourage pupils to look at these countries where life is different but equally as important. Pupils carry out a research project to learn about the target-language country and compare it with our own.