



Human Dignity - RE

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

- ✓ Creation and Covenant e.g Revelation directly teaches human dignity as God's gift, linking to ontological vs. moral dignity. Creation and Imago Dei (Year 7 Branch 1: 1.1 / 1.2)
- ✓ Study of Genesis affirms the intrinsic worth of every human person.
- ✓ Direct foundation for dignity as God-given, not earned.
- ✓ Prophets and Promise on justice for the poor (e.g., Amos) connects to protecting dignity of vulnerable. Jesus' parables Parables (e.g. Good Samaritan, Lost Sheep Year 9) and healing miracles highlight Jesus' preferential concern for the marginalised.
- ✓ Discussions of sin and freedom link to moral dignity's potential loss through evil acts, urging repentance.
- ✓ Jesus' Ministry and Teachings (Galilee to Jerusalem Years 7–8) with links to dignity of the sick, poor, and excluded.
- ✓ Catholic Moral Teaching (Years 8–9)
- ✓ Human conscience, moral decision-making, and sin/reconciliation all reflect the value of the human person, freedom and responsibility. (To the Ends of the Earth)
- ✓ Ethical issues (e.g. justice, forgiveness, reconciliation) rest on respect for human dignity.
- ✓ Human Person in Catholic Anthropology (Year 9).
- ✓ Body–soul unity, freedom, responsibility, and vocation.
- ✓ Creation narratives: humans made in the image of God.
- ✓ Jesus' actions towards the marginalised affirm inherent worth.
- ✓ Moral decision-making grounded in conscience and freedom.
- ✓ Sacraments (Reconciliation) affirm forgiveness and restoration.
- ✓ Understand dignity as God-given.
- ✓ Recognise dignity in self and others.
- ✓ KS3 Progression Focus: Dignity understood as intrinsic, God-given and universal.
- KS4:** Area of Study 1A: Catholic Christianity Creation, Incarnation and sanctity of life.
- ✓ Creation and Imago Dei: God as Creator; humans made in God's image underpins inherent human worth.
- ✓ Incarnation: God becoming human affirms the dignity of human nature.
- ✓ Sanctity of Life
- ✓ Sin and Redemption
- ✓ Even fallen humanity remains worthy of redemption.
- ✓ Sacraments (especially Reconciliation): forgiveness assumes the ongoing worth of the person.
- ✓ Preferential Option for the Poor: why the poor matter: because of their God-given dignity, not usefulness.

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.

- ✓ Year 9 "Vocation and Mission" unit on building God's kingdom ties to common good as community moral good.
- ✓ Desert to Garden: Community, law and shared responsibility. Domestic Church/Family (Year 7) shows family as basic unit promoting shared goods.
- ✓ Environment/Creation care (Year 8) links integral ecology to common good.
- ✓ Sacramental life (e.g., Eucharist as communion) fosters social bonds.
- ✓ Justice topics: Year 9 poverty/wealth contrasts (e.g., Lazarus) test society's treatment of vulnerable.
- ✓ The Church as the People of God (Years 7–8)
- ✓ Church as a community ordered towards love, service, and mission.
- ✓ Teaching on communion, belonging, and shared responsibility.
- ✓ Catholic Social Teaching Units (Years 8–9)
- ✓ Direct teaching on justice, charity, and social responsibility.
- ✓ Examination of poverty, inequality, justice, charity and stewardship.
- ✓ Moral Life and the Beatitudes (Year 8)
- ✓ Jesus' vision of a society shaped by mercy, justice, and peace.
- ✓ Church, Sacraments, Moral Life
- ✓ Church as the People of God.
- ✓ Eucharist forming community.
- ✓ Justice, charity, stewardship of creation.
- ✓ Understand shared responsibility.
- ✓ Identify how communities support flourishing.
- KS4:** Area of Study 1A Social justice, mission, CAFOD. Stewardship and care for creation.
- ✓ Church as the Body of Christ
- ✓ The Church exists for the salvation and flourishing of all.
- ✓ Social Justice Teaching
- ✓ Peace, justice, charity, and stewardship are framed communally.
- ✓ Catholic Responses to Poverty and Injustice
- ✓ CAFOD and other agencies as expressions of the common good.
- ✓ Common Good emerges through Church, community, and justice teaching.



Solidarity

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

- ✓ Year 8 "Church's Social Mission" and global issues section invokes solidarity with poor/strangers.
 - ✓ Covenant history (Year 7, Abraham/Moses) builds unity across peoples. Pentecost/Universal Church (Year 9) models communion beyond borders. Migration/refugees in contemporary Church links to welcoming strangers.
 - ✓ Prayer/Mission: Year 7-9 liturgical seasons encourage prayer for global needy, fostering responsibility.
 - ✓ Ethical Responses to Global Issues
 - ✓ War, peace, wealth distribution, and human rights.
 - ✓ Moral Obligation to global solidarity
 - ✓ Duties to strangers and future generations.
 - ✓ Religious motivation for Ethical decision-making
 - ✓ Acting for others because of shared humanity.
 - ✓ Universal Church and Mission (Years 7–8) Study of the global Church emphasises unity across cultures and nations.
 - ✓ Option for the Poor and Vulnerable (Year 9) Catholic responses to injustice, migration, persecution, and poverty.
 - ✓ Jesus' Teaching on Love of Neighbour (Galilee to Jerusalem)
 - ✓ Good Samaritan as a core solidarity text.
 - ✓ Shared human experience in World Religions - common moral values across faith traditions reinforce human interconnectedness.
 - ✓ Saints and Role Models as examples of lived solidarity (Prophecy and Promise) e.g. service, sacrifice, advocacy.
 - ✓ Prayer and intercession - praying for others as an act of spiritual solidarity.
 - ✓ KS3 Progression Focus: Empathy develops into moral responsibility for others.
- KS4:** Area of Study 1A Mission and evangelisation.
- ✓ Social Action Faith expressed through collective response to suffering.
 - ✓ Love of Neighbour - Commandment of love applied beyond immediate community.
 - ✓ Mission and Evangelisation - responsibility for others' spiritual and material wellbeing.
 - ✓ Solidarity is modelled through mission, global awareness, and love of neighbour.

Subsidiarity



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

- ✓ Year 9 "Church as Community" discusses local parish roles as well as universal.
 - ✓ Family/domestic Church (Year 7) as primary educators links to subsidiarity's family priority. Year 8 school/parish projects empower local action. Vocations unit values personal initiative in society. Environment units favour community-level stewardship over top-down.
 - ✓ Moral decision-making: Conscience formation (across years) respects individual/group freedom.
 - ✓ Church Structure and Authority (Years 8–9)
 - ✓ Understanding the roles of laity, clergy, bishops, and Pope.
 - ✓ Parish, diocese, and universal Church structures.
 - ✓ Vocation and Responsibility (Year 9)
 - ✓ Each person's role in the life and mission of the Church.
 - ✓ Conscience and Moral Agency (Creation and Covenant)
 - ✓ Teaching on conscience highlights personal responsibility rather than imposed control.
 - ✓ Local Action for Justice
 - ✓ Encouraging students to consider what they can do locally in response to injustice.
 - ✓ Synodality and Dialogue (implicit across KS3)
 - ✓ Desert to Garden: Leadership, responsibility and covenant law.
 - ✓ Listening, participation, and shared discernment as lived subsidiarity.
 - ✓ Subsidiarity is embedded in conscience, vocation, and Church structure.
 - ✓ KS3 Progression Focus: Personal responsibility within community structures.
- KS4:** Area of Study 1A Church Authority and Structure
- ✓ Pope, bishops, priests, and laity with distinct but complementary roles.
 - ✓ Vocation: individuals have responsibility within their own context.
 - ✓ Conscience and ethical decision making