***Whole school***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Catholic Social Teaching – Stewardship and Solidarity** | | | |
| **Date** | **Selected group** | **Impact**  Pupil Voice focus | **Implementation**  What are the children saying that currently happens? | **Proposed Intentions**  What will you as the teacher change? What will you as the curriculum leader do? (add to action plan) |
| April 2024 | Whole Class | * What have we done as a school or class to show solidarity to others? * How have you shown solidarity as an individual or in your family? * What have we done as a school or class to show stewardship of Gods world? * How have you shown stewardship as an individual or in your family? * Is there anything else you think we could do as a school to show stewardship ? * Can you suggest an area of the curriculum that has allowed you to consider solidarity or stewardship? (Science, Literacy, Geography) | Picking up litter to protect the world and its environment, badges for resilience and behaviour, family fast day, summer fayres to raise money, we bring in tins for charity.  Vocations (June)  Help People – spring fayre  Raised money to help those in need – donated to some food banks  Gave gifts of water for a family and for people to have soup at the soup kitchens.  Dance Mash-up to raise money for equipment  Bought tins, toiletries, sweets etc in.  Bought presents at Christmas.  Food for the food bank.  We have raised money for Cafod- helping to build shelters.  We had soup- Fast Friday to show solidarity to others. We pray for other people, such as people in the Ukraine.  We donate clothes.  Play with unhappy people,  Year 5 are Play Leaders to help others being kind and polite  Visiting the over-50s and playing games,  writing cards to refugees,  choir visits to old people homes  sharing equipment/resources  We donate for the school fayre.  By thinking about others feelings, include siblings in games so they don’t feel left out, cheer each other up, treating them with pocket money, share out teddies with siblings, help parents clean up, make my bed, chores, help around the house, fold my clothes, tidy my room.  Had soup for lunch in support of others – donated money.  Spring clean –  Donated toys/clothes to charity/to school/food – St Thomas project.  We play with others. I might help my family if they need it (siblings). We might help our friends if they hurt themselves. We share with others. We include people in our games. We might help our neighbours.  Litter pickers, Helped Mr Leek, gardening club,  Christmas cards reduced waste of paper and raised money on the gateway, we donated toys at Christmas, School eco-warriors switch off lights, and we recycle paper.  Pick up plastic – to help have sea creatures and keep water clean from pollution. (litter)  When not in class, turn the lights off and the IWB to save energy and money.  Show love to others, family friends and global family.  Try not to waste food – donate.  Recycle where we can.  Help CAFOD.  We do not litter on the playground.  We turn off the lights when they’re not needed.  We reuse our water bottles.  Walk to school week,  Writing to Wendy Morton, local area visit to discuss Aldridge and need for more recycling bins.  Being more conscious of turning lights off,  don’t leave taps running,  walk more to school,  use more reusable water bottles,  more re-cycling,  not wasting food.  We could have a clothes donation day- so the clothes are being re-used?  We could visit a charity or shelter as a class.  We could do art and crafts with recycled paper- this could be about helping endangered animals?  We could plant more trees on the school ground.  We could have recycling bins in the hall at lunchtime.  RE- thinking about Saints and how they protected God’s world. It helps us to be kind to each other and the world.  History- Rosa Parks and how she helped stop bus segregation  -Romans and Vikings and how they adapted their lives and how we still use some of their inventions today  Science- animals and their habitats and how we can look after our environment for them  -get to go outside and see God’s world  Wellbeing- daily diary’s, helps us to calm down, colouring, talk about emotions  Literacy- WW1 Christmas day truce came together  Music/PE- dancing to other cultures and music  Ten Ten  CST- RE learn about CST.  Literacy - In Kensuke’s Kingdom Michael and Kensuke work in solidarity to survive on the island. Kensuke takes care of the animals on the island, especially the orang-utans. He is a good steward of God’s world.  Geography (recycling, climate change, local area). Using geography to complete pieces of writing, like reports and persuasive letters on how to look after the world. Everything we do shows solidarity: being a good friend, speaking truthfully, celebrating each other’s achievements, choosing prayer leaders and readers, supporting others…everything! | Continue to reinforce and plan in Stewardship and Solidarity links into wider curriculum.  Encourage pupils to be proactive in writing to MPS to campaign for things they believe. |