



Blessed Thomas Holford Catholic College

May God's love be our guide 

## Catholic Social Teaching through the Blessed Thomas Holford Curriculum

At Blessed Thomas Holford Catholic College, we strive to enrich our curriculum and nurture students who understand their place in the world, gifted to us by our Heavenly Father. Beyond academic learning, we emphasise the practical application of these values, guiding students to reflect on their actions and behaviours through the BTH Way. We encourage students to take responsibility for their conduct in lessons, ensuring that learning remains their top priority.

Our goal is for every student to experience the dignity of work—not only in what we teach but also in how we teach it. We foster a strong sense of belonging and self-worth, inspiring students to develop a positive attitude toward themselves and others while embracing the richness of a diverse society. Through education, we seek to cultivate awe, wonder, and a lifelong love of learning, empowering students to contribute positively to the world around them.

Each curriculum area integrates Catholic Social Teaching, with further details available in their individual curriculum plans:

### **English**

The English curriculum at Blessed Thomas Holford Catholic College is structured around binary themes such as Heroes and Villains, Conflict and Peace, and Justice and Injustice. These themes help students explore their place in society and develop a spiritual and moral compass through literature. Key Stage 3 focuses on the Dignity of the Human Person through texts like 'Cirque du Freak' and 'Romeo and Juliet', promoting empathy and understanding through creative and non-fiction writing.

In Key Stage 4, texts like 'An Inspector Calls' and 'Macbeth' highlight societal inequality and the consequences of greed, reinforcing Catholic Social Teaching principles such as Solidarity and Peace. The curriculum encourages students to reflect on social justice issues and the impact of human actions on the natural world. Key Stage 5 delves deeper into the power of language and literature, exploring themes of prejudice, oppression, and moral challenges through texts like 'Othello' and 'Death of a Salesman'.

Overall, the English curriculum integrates Catholic Social Teaching by promoting empathy, social responsibility, and ethical decision-making. Students engage with literature that challenges them to consider their role in society and the importance of respecting human dignity and the environment.

## **Maths**

At Blessed Thomas Holford Catholic College, the Maths department is committed to embedding the values of Catholic Social Teaching (CST) throughout the curriculum. This integration promotes not only academic achievement but also a strong sense of social responsibility and ethical awareness. Students engage with real-world issues through mathematical concepts, such as financial literacy to understand the struggles of low-income families, and the role of charitable giving and social enterprises in supporting the vulnerable—reflecting CST’s principle of the preferential option for the poor and vulnerable.

Environmental responsibility is another key area where CST values are incorporated. Lessons on topics like deforestation statistics, carbon footprints, and renewable energy use allow students to apply mathematical skills to pressing ecological issues. These activities help students understand the impact of human actions on God’s creation and encourage them to become stewards of the environment, in line with the CST principle of caring for our common home.

Finally, the curriculum supports the principles of solidarity, the common good, and rights and responsibilities by fostering collaboration and addressing social inequalities. Group projects and community-based mathematical tasks, such as designing a sustainable garden, encourage teamwork and civic engagement. Students also explore social justice issues through data analysis of income distribution and educational access. This holistic approach ensures that students develop both their mathematical abilities and their capacity to contribute positively to society, embodying the moral values at the heart of Catholic education.

## **Science**

The science curriculum at BTHCC integrates Catholic Social Teaching by exploring topics such as environmental stewardship, human dignity, and the responsibilities of scientists. Students learn about the wonder of God's creations through topics like evolution and adaptation, and the dignity of the human person through studies on puberty, reproduction, and health.

Solidarity and the idea of one human family are discussed in relation to climate change, genetic modification, and energy use. Students reflect on their decisions as consumers and the impact on the wider world. The curriculum emphasises the moral decisions that need to be made based on Catholic Social Teaching, highlighting the positive role of science in ensuring human dignity within a global society.

Through discussions and reflections, students are encouraged to see the responsibilities scientists have in making the world a better place. The curriculum

fosters respect for God's creation and instills a sense of responsibility to care for the environment and promote social justice.

## **Religious Education**

At Blessed Thomas Holford Catholic College, Religious Education (RE) is central to the curriculum, guiding students in their spiritual, moral, and intellectual development. The RE curriculum is structured around the Religious Education Directory set by the Catholic Bishops' Conference, ensuring a comprehensive understanding of Catholic beliefs, practices, and moral teachings. This foundation enables students to explore the rich history of the faith and its impact on daily life, aligning with the principles of Catholic Social Teaching (CST) such as the dignity of the human person and the common good.

In Key Stage 3, students delve into six branches of the curriculum, revisiting and deepening their understanding annually. This approach encourages critical thinking and personal reflection, fostering discerning and creative individuals. At Key Stage 4, the Eduqas Route B GCSE course expands on this foundation, focusing on the impact of religious beliefs on individuals and society. Students compare Catholic Christianity with other denominations, the Jewish faith, and non-religious attitudes, examining topics like the sanctity of life, environmental stewardship, and social justice—core aspects of CST.

Beyond the classroom, the RE curriculum includes opportunities for students to engage with current affairs, religious, and philosophical issues, preparing them for life beyond school. Through prayer, meditation, and discussions on ethical dilemmas, students develop a deeper understanding of their faith and its application in the modern world. This holistic approach ensures that students not only acquire academic knowledge but also cultivate a strong moral compass, embodying the values of CST in their daily lives.

## **Geography**

The geography curriculum at BTHCC reflects Catholic Social Teaching principles by guiding students to understand the world and their role in promoting justice, responsibility, and care for others. Themes such as urbanisation, globalisation, and development highlight global inequalities and inspire students to advocate for the poor and vulnerable.

Environmental stewardship is a key focus, with students studying climate change, ecosystems, and resource management to understand their role in promoting sustainability. The curriculum also addresses global conflicts and economic systems, emphasising the importance of peace, ethical decision-making, and fair working conditions.

Through fieldwork and real-world applications, students develop the skills to actively engage with their communities and shape a more equitable and sustainable future.

Geography is presented as a means of developing morally conscious individuals who live out the values of Catholic Social Teaching.

## **History**

Catholic Social Teaching is a foundational element of the History curriculum at Blessed Thomas Holford Catholic College. Across all key stages, students are encouraged to explore historical events and themes through the lens of CST principles. At Key Stage 3, lessons such as the study of the New Poor Law and life in the workhouses highlight the CST principle of the preferential option for the poor. Students examine the dignity of the human person and the importance of the common good when analysing the Holocaust and the experiences of the Windrush generation. These topics encourage students to critically assess historical injustices and develop empathy and moral awareness.

At Key Stage 4, CST continues to underpin key areas of study. The *Medicine Through Time* topic offers opportunities to consider environmental stewardship by examining how medical practices have impacted public health and the environment. The *Superpower Relations* topic provides a framework for discussing peace, solidarity, and reconciliation during the Cold War and beyond. In these lessons, students are not only learning about historical events but are also reflecting on how societies can work towards greater justice, unity, and sustainability—principles at the heart of Catholic Social Teaching.

Key Stage 5 students deepen their understanding of CST through more advanced topics such as the role of trade unions and workers' rights, which relate directly to the dignity of work and participation. In the *Civil Rights in the USA* module, students examine how solidarity and the pursuit of the common good shaped the struggle for racial equality. Beyond specific content, the History department fosters a respectful and inclusive learning environment where students are encouraged to engage with diverse perspectives, think critically, and treat one another with kindness. This holistic approach ensures that CST remains a living element of historical inquiry and personal development throughout students' time at the college.

## **Modern Foreign Languages**

At Blessed Thomas Holford Catholic College, the Modern Foreign Languages (MFL) curriculum—encompassing French and Spanish—is deeply rooted in the principles of Catholic Social Teaching. The curriculum is structured around the three pillars of language learning: phonics, grammar, and vocabulary, delivered through engaging reading, writing, listening, and speaking activities. This approach not only equips students with linguistic skills but also fosters an appreciation for cultural diversity, aligning with the CST principle of solidarity by promoting understanding and respect for people of different backgrounds.

The MFL curriculum emphasises themes that are both engaging and fundamentally useful, enhancing students' understanding and knowledge. By exploring various customs and ways of life, students develop cultural capital and a global perspective, reflecting the CST principles of the common good and the dignity of the human person. The curriculum also incorporates discussions on ethical issues, encouraging students to consider the impact of their actions on others and the environment, thereby fostering a sense of moral responsibility.

Beyond the classroom, the MFL department offers trips to France and Spain, providing students with immersive experiences that deepen their cultural understanding and language proficiency. These opportunities allow students to witness firsthand the importance of communication and empathy in diverse settings, reinforcing the CST principle of participation by encouraging active engagement in global communities. Through these experiences, students are inspired to become compassionate and socially conscious individuals, prepared to contribute positively to the world around them.

### **Physical Education**

The PE curriculum at BTHCC integrates Catholic Social Teaching by connecting learning with values such as peace, dignity, and solidarity. Team sports and activities emphasise respect, fairness, and inclusivity, promoting the dignity of every person regardless of ability. Discussions explore health inequalities and the importance of well-being for all.

Students analyse access to sport and physical activity, highlighting disparities between communities and how sport can promote peace and unity. Collaborative games and teamwork teach the importance of working together, supporting one another, and embracing different abilities and perspectives.

Inclusivity is promoted by adapting activities to suit all students, ensuring no one is excluded based on ability. The curriculum fosters relationships, well-being, and community building, encouraging students to demonstrate fair play, respect, and solidarity.

### **Computer Science**

The computer science curriculum at BTHCC embeds Catholic Social Teaching by ensuring students develop technical expertise and ethical awareness. Topics such as AI ethics, data privacy, digital inclusion, and green computing are explored, fostering a responsible approach to technological innovation.

Students engage in practical projects, ethical debates, and real-world applications to create and use technology that serves society while respecting human rights and the environment. They design solutions that reflect CST principles, preparing them to become thoughtful digital citizens and ethical leaders in the tech industry.

The curriculum emphasises the impact of technology on human dignity, community participation, social justice, and sustainability, encouraging students to consider the ethical implications of their work and contribute positively to society.

### **Business Studies**

The business studies curriculum at BTHCC integrates Catholic Social Teaching principles to help students understand the commercial world. Topics such as Carroll's Corporate Social Responsibility Pyramid and fair pay highlight the importance of ethical business practices and social responsibility.

Students explore the role of businesses in supporting foreign communities and providing opportunities for workers of all backgrounds. The curriculum addresses issues like price elasticity of demand, offshoring, and sustainability, encouraging students to consider the broader impact of business decisions.

Through discussions and lived examples, students learn about conflict resolution, employee empowerment, and solidarity during crises. The curriculum emphasises that ethical business practices contribute to the common good and promote a better world for all.

### **Social Sciences**

The social sciences department at BTHCC incorporates Criminology, Health and Social Care, Psychology, and Sociology, with a focus on addressing inequality. The dignity of the human person is emphasised, exploring how age, gender, class, and ethnicity can lead to disadvantage in various areas of life.

Health and Social Care examines the impact of inequality on health and how policy development can overcome these challenges. Psychology approaches Catholic Social Teaching through empathy and effective therapies for mental health issues. Solidarity is reinforced through a multi-agency approach to holistic care.

The curriculum fosters positive classroom environments where the dignity of work and participation is paramount. Students engage in lively discussions to support learning about the world and develop a sense of responsibility to address social inequalities.

### **Classics**

At Blessed Thomas Holford Catholic College, the Classics curriculum offers students an engaging exploration of ancient Greece and Rome, fostering a deep understanding of humanity, culture, literature, and the origins of Western civilisation. Through the study of mythology, material culture, and classical texts, students develop critical thinking and analytical skills. This academic journey aligns with Catholic Social Teaching by promoting the dignity of the human person and encouraging students to reflect on moral and ethical dimensions within historical contexts.

In Key Stage 4, students delve into topics such as Myth & Religion and The Homeric World, examining themes like heroism, justice, and the role of women in ancient societies. These studies encourage learners to consider the importance of solidarity and the common good, as they analyse how ancient narratives reflect societal values and communal responsibilities. At Key Stage 5, the curriculum includes units on The World of the Hero, Greek Art, and Love & Relationships, providing opportunities to explore concepts of love, duty, and societal roles, further reinforcing CST principles.

Beyond the classroom, the Classics department enriches students' understanding through educational trips, such as visits to the British Museum and cultural sites in London and Cambridge. These experiences deepen students' appreciation of cultural heritage and the interconnectedness of human societies, echoing the CST emphasis on solidarity and respect for the dignity of all people. Through a curriculum that intertwines classical studies with Catholic values, students are equipped to become thoughtful, compassionate individuals who recognise the relevance of ancient wisdom in addressing contemporary social issues.

### **Design & Technology**

At Blessed Thomas Holford Catholic College, the Design and Technology curriculum actively integrates the principles of Catholic Social Teaching through a variety of meaningful and socially conscious projects. The 3D printing project, inspired by Project Daniel's work in South Sudan, embodies the CST values of dignity of the human person and solidarity. By designing prosthetic arms for amputees using 3D technology, students engage with real-world issues of accessibility and inclusion. This experience not only enhances their technical skills but also fosters empathy and social awareness, teaching them that good design serves everyone, especially the most vulnerable.

Environmental stewardship, a key CST principle, is explored through the sustainability project. Students are challenged to rethink the use of materials and minimise waste through creative reuse and redesign. By studying the six R's—reduce, reuse, recycle, rethink, refuse, and repair—they develop a comprehensive understanding of how design choices impact the environment. This project also examines the ethical implications of material sourcing, encouraging students to reflect on issues such as fair trade, working conditions, and responsible manufacturing. These lessons deepen their sense of global responsibility and stewardship, urging them to consider how their design decisions affect both people and the planet.

The architecture and inclusion projects further support CST values by highlighting the importance of compassion, cultural understanding, and community. Students study the design of Maggie's Centres, where architecture plays a vital role in supporting individuals affected by cancer, reflecting the importance of caring for the whole person. In projects on cultural and religious inclusion, pupils learn how respectful, thoughtful

design promotes dignity and unity. Group collaboration fosters the CST principles of participation and the common good, as students work together to create meaningful solutions. Collectively, these projects prepare students to use design as a tool for positive change, grounded in moral and ethical values.

### **Food & Nutrition**

The food and nutrition curriculum at BTHCC equips students with essential food preparation skills and knowledge about nutrition and health, aligning with Catholic Social Teachings. The focus on healthy eating and food choices promotes the dignity of the human person and empowers students to make informed decisions.

Students learn about food systems, provenance, and the impact of their choices on communities and the environment. The curriculum encourages collaboration and respectful dialogue about food security, resource scarcity, and ethical consumption, promoting peace and solidarity.

Practical cooking skills are emphasised, benefiting families with limited resources and raising awareness of food insecurity. The curriculum addresses inequalities by supporting student premium students and fostering a sense of belonging for all.

### **Drama**

The drama curriculum at BTHCC uses binary themes to explore Catholic Social Teachings through practical and creative work. Students develop skills in devising, scripting, and understanding drama, promoting solidarity, dignity, and the common good.

In Year 7, students explore theatre skills through pantomime, characterisation, and collaborative problem-solving, emphasising respect and teamwork. Year 8 focuses on immigration, urban legends, and disability, fostering empathy and social responsibility. Year 9 addresses complex issues of race, identity, and inequality through texts like 'Noughts and Crosses' and the Hillsborough Disaster.

Drama encourages students to reflect on societal issues and consider how their artistic work can contribute to a more just world. The curriculum integrates Catholic Social Teachings by promoting respect, empathy, and social justice.

### **Music**

The music curriculum at BTHCC integrates Catholic Social Teachings by promoting collaboration, respect, and cultural awareness. Students engage in class discussions, practical lessons, and performances, fostering teamwork and acceptance.

Music performances and compositions reflect values such as the common good, solidarity, and dignity of the human person. Students participate in charity events,

whole-College Masses, and cultural celebrations, promoting well-being and respect for all.

The curriculum emphasises the importance of respecting the learning environment, recycling, and understanding global music traditions. Students develop practical skills and a sense of purpose, preparing them for future careers and fostering positive relationships in the classroom.

## **Art**

At Blessed Thomas Holford Catholic College, the Art curriculum is thoughtfully designed to reflect the principles of Catholic Social Teaching, fostering creativity alongside moral and spiritual development. In Key Stage 3, students are introduced to fundamental art principles and techniques, including formal elements, colour theory, and various media such as drawing, painting, printmaking, photography, and sculpture. This foundational stage encourages students to explore their God-given talents, promoting the dignity of the human person by valuing each individual's creative expression. Through the study of diverse artists and art history, students gain an appreciation for cultural diversity, aligning with the CST principle of solidarity.

As students progress to Key Stage 4, the curriculum emphasises technical proficiency and personal expression. Students work independently with previously taught techniques and experiment with new materials such as lino printing, ceramics, oil and acrylic painting, etching, digital artwork, and photography. This stage encourages students to develop their individual artistic style, fostering a sense of responsibility and stewardship over their creative work. By engaging with various materials and processes, students are prompted to consider the ethical implications of their choices, reflecting the CST principles of care for God's creation and the common good.

Throughout all key stages, the Art department at Blessed Thomas Holford Catholic College strives to create a calm and purposeful learning environment where students feel valued and are encouraged to treat others with kindness and respect. This approach nurtures a sense of community and mutual support, embodying the CST principles of solidarity and the common good. By integrating Catholic Social Teaching into the Art curriculum, students are not only equipped with artistic skills but also guided to become compassionate and socially conscious individuals.