

Year 6

UNIVERSAL CHURCH – WORLD

Teacher's page

EXPLORE

For many people, some places in the world are special. For others the whole world is special. We all feel a need to look after what is special to us. Sometimes it is easy to explain why things are special. At other times it might be difficult to put into words why something is special.

- Q What are your special places and why?
- Q Can you recall an occasion when you were hurt or angry by the way your special place was treated by others?
Why were you hurt or angry? What did you do?
- Q Do you know any groups who campaign because of the way people or our world are being treated today?

REVEAL

Christians believe that the diversity of the world and its people is God's gift. Jesus in his life and gospel, challenges people to appreciate diversity and to create with it a harmony that reflects the unity of Father, Son and Holy Spirit. This is reflected in the work of CAFOD.

Catechism of the Catholic Church

"God created the world to show forth and communicate his glory: that his creatures should share in his truth, goodness and beauty – this is the glory for which God created them."
(CCC319)

"The Church is the people that God gathers in the whole world." (CCC752)

Word of God

"See, the body is one, even if formed by many members, but not all of them with the same function. The same with us; being many, we are one body in Christ, depending on one another. Let each one of us, therefore, serve according to our different gifts. Do you have prophecy? Let the deacon fulfil his office; let the teacher teach, the one who encourages, convince. You must, likewise, give with an open hand, preside with dedication, and be cheerful in your works of charity. Let love be sincere. Hate what is evil and hold to whatever is good. Regarding brotherly love, have love for one another. Regarding respect, judge others as more worthy. Regarding your duties, do not be lazy. Be fervent in the Spirit and serve God." (Romans 12:4-11)

RESPOND

- Q How can children be encouraged to value and care for creation?
- Q Why do we, as adults and children, need to work towards justice for all?

Prayer and Reflection

*Creator God,
in your hands you hold the depths of the earth
and the heights of the mountains,
for all creation belongs to you.
Grant us grace to cherish your world
and wisdom to nurture its resources.
Save us from the desire to control what is not ours
and the impulse to possess what is not ours
and the impulse to possess what is there to share.
Amen.*

(Annabel Shilson-Thomas/CAFOD)

UNIVERSAL CHURCH – WORLD: COMMON GOOD – TOPIC OVERVIEW

YEAR 6 - 4 WEEKS | Work of Christians for the good of all

TEACHERS' NOTES		
<p>The common good is central to Catholic Social teaching and is intrinsically linked to social justice. At the heart of this teaching is respect for the human person made in the image of God; the social well-being and development of all; peace between all peoples; understanding of the equality of all and respect for difference; human solidarity and an awareness of being part of God's global family.</p> <p>Scripture: Micah 6: 8 <i>'This is what the Lord asks of you – that you act justly, love tenderly and walk humbly with your God.'</i></p> <p>Catechism of the Catholic Church 1906: By 'common good' is to be understood 'the sum total of social conditions which allow people, either as groups or as individuals, to reach their fulfilment more fully and more easily.' 1911</p> <p>'Human interdependence is increasing and gradually spreading throughout the world. The unity of the human family, embracing people who enjoy equal natural dignity, implies a universal common good'.</p>		
ABOUT THE TOPIC		
<p>Prior learning: the Church is called to stewardship of creation.</p> <p>This Topic: learning outcomes</p> <p>Know and understand:</p> <ul style="list-style-type: none"> • Justice for the good of all – Explore • The work which Christians do for the common good of all – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>		
SCRIPTURE		TRADITION
<p>Micah 6: 8 Matthew 5: 1-17 <i>God's Story 3</i> page 82 Matthew 25: 31-40 Luke 4: 14-22</p>		<p>Justice and peace and the integrity of creation Beatitudes Common Good Catholic Social Teaching CAFOD</p>
SOME QUESTIONS OF MEANING & PURPOSE		CORE VOCABULARY
<p>What is justice? Why is there inequality in the world? How can we work together to build a more fair and just world?</p>		<p>justice, injustice, respect, solidarity, difference, Social Justice, common good, dignity, Catholic Social Teaching.</p>
RESOURCES		
<p><i>God's Story 3</i> <i>Church's Story 3</i> CAFOD website: cafod.org.uk/comeandsee</p>		
COME & SEE WEBSITE		STANDARD INDICATORS
		<p>Learning about religion i beliefs, teaching & sources ii celebration and ritual iii social & moral practices & way of life</p> <p>Learning from religion i engagement with own & others' beliefs & values ii engagement with questions of meaning</p>
RE CURRICULUM DIRECTORY		SONGS/HYMNS TO SING/
<p>Area of Study 1: Knowing and loving God, the Scriptures, the Trinity, Jesus Christ, Son of God Area of Study 2: What is the Church? One and holy, Catholic, Mission Area of Study 3: Prayer Area of Study 4: The dignity of the human person, freedom, responsibility and conscience, the human community, love of God, love of neighbour</p>		<p><i>When I needed a neighbour Who will speak if you don't? Look around you</i></p>
POINTS TO REMEMBER		
<p>The Common Good is central to Catholic Social teaching. 'The Common Good' means that, as children of God, we all have to take some responsibility for the wellbeing of each other, both locally and globally.</p>		

EXPLORE

Justice for the good of all

STANDARD INDICATORS

- Children will be able to **make links** to show how their feelings and beliefs about being treated fairly/ unfairly, justly/unjustly affect their behaviour and that of others.
- Children will be able to **compare** their own and other people's ideas about questions that are difficult to answer regarding injustice and unfairness.
- Children will be able to **show how** their own and others' decisions to act justly and fairly/unjustly and unfairly are informed by beliefs and values.
- Children will be able to **explain** what beliefs and values inspire and influence them and others to act justly and fairly.

KEY WORDS

justice, injustice, dignity respect, equality, difference

RESOURCES

Wipe boards Banana Split game Divided World Game World Value Auction CAFOD website, www.cafod.org.uk/comeandsee for resources and images.

LEARNING INTENTION: Justice for the good of all.

CONTENT

Talk about the phrase 'that's not fair'. Discuss what it means and why it upsets people when something unfair happens? Explain how fairness is about everyone having an equal share of something or being treated exactly the same.

For instance, fairness would mean giving each person the same sized slice of cake, even if they have already had one. Justice is more than fairness. Justice might mean taking into consideration whether one person has had nothing else to eat that day and giving them a bigger slice of cake than someone who has just had dinner. Being just does not always mean being fair.

Ask the children to think of a time when they have been treated unfairly and jot it down on wipe boards or paper. Ask them to consider if the incident they thought of was unjust or just and why.

Discuss with the children using the following questions.

SOME KEY QUESTIONS

- Q How and by whom were you treated unfairly/unjustly?
- Q Why do you think it happened?
- Q How did the unfairness/injustice make you feel?
- Q What could the person have done differently to make the incident fair/just for you?
- Q Why do you think it is important to consider what is good for other people?

Explain that CAFOD, the Catholic Agency for Overseas Development, works to help stop injustice and unfairness around the world (globally) and to build a world which is a just and good place for everyone to live.

SOME SUGGESTED ACTIVITIES

- As a class, take part in the Divided World Activity – this activity illustrates the unfair and unjust distribution of the world's resources.
- Play the Banana Split game – this game draws out issues of fairness and injustice and shows the reality of “who gets what” from the sale of bananas.

After the activities, discuss with the children the following questions:

- Q Was the situation fair? Why? Why not?
- Q Was the situation just? Why? Why not?
- Q Why do you think injustice and unfairness exist in the world?
- Q How did you feel about the situation/role you were in?
- Q How will your feelings affect your behaviour in the future?
- Q In what ways could the situation be improved, in order to have a more fair and just world for the good of all?

As an additional activity, you could play the *World Value* auction activity (available on the CAFOD website cafod.org.uk/comeandsee).

REFLECTION ON SIGNIFICANCE

Play quiet music and reflect on times the children have been treated justly or unjustly. Give each child two ‘post it’ notes.

On one, encourage them to write a feeling they experience when being treated in a just way. On the other, invite them to write a feeling they experience after being treated unjustly. Ask them, one by one, to put their words in two baskets/ boxes placed on or near the focus for worship. Lead into this reflection...

‘Treat other people as you would like to be treated yourself...’

How does this sentence make you feel?

Why is it important to treat everyone with justice?

What can I do to act justly and fairly at school and at home?

How do I need to change?

For those who are not treated with respect...

We join with them in hope

For those who stand against injustice.

We join with them in hope

For those who are affected by earthquakes and floods...

We join with them in hope

For those who do not have enough food...

We join with them in hope

For those who do not have clean water...

We join with them in hope

For those who are suffering because of war...

We join with them in hope

For those who work for the good of others

We join with them in hope

We remember the times we have not been treated fairly and how we felt.

We join together in hope and action to help build a more just world for the good of all.

REVEAL

The work of Christians for the common good of all

CONTENT: – scripture – tradition – prayers

STANDARD INDICATORS

- Children will be able to **make links** between Micah, Matthew 25, the Beatitudes and beliefs.
- Children will be able to **give reasons** for certain actions by believers in working for justice and the common good.
- Children will be able to **describe and show understanding** of religious sources, beliefs, ideas, feelings and experiences around the common good, making links between them.
- Children will be able to **show understanding** of how religious belief in justice and the common good of all shapes life.
- Children will be able to **engage with and respond** to big questions around justice and the common good, in the light of religious teaching on the common good of all.
- Children will be able to **identify** sources of religious belief and **explain** how religious beliefs, including Catholic Social Teaching about the common good arise.
- Children will be able to **demonstrate** how religious beliefs and Catholic Social Teaching give some **explanation** of the purpose and meaning of life.

KEY WORDS

Social justice, common good, dignity, Catholic Social Teaching

ICT

- CAFOD website: www.cafod.org.uk/comeandsee
- resources and images

RESOURCES

- *God's Story 3*
- *Church's Story 3* ball/labelled dice music
- craft materials

LEARNING FOCUS 1: God asks us to live justly.

CONTENT

Micah was a prophet of the Old Testament. A prophet is one who hears the word of God and passes it on with courage and conviction. Micah was teaching at about the same time as Isaiah, when the people of God were having great trouble and difficulties. Micah's message was one of hope for the future. He reminded God's people about the importance of living justly. This is what he said:

'This is what the Lord asks of you – that you act justly, love tenderly and walk humbly with your God.'

Micah 6: 8

SOME KEY QUESTIONS

- Q What are the three key actions/attitudes of heart that the writer of Micah says the Lord asks of us?
- Q Remembering what we have learnt so far, explain what you think it means to do *what is just?*
- Q Who gives you *tender love*? And how do you do the same?
- Q What do you think it means to *walk humbly with God?*
(e.g. listening to God, doing God's will, praying to God but being modest not arrogant, living in a simple way)

SOME SUGGESTED ACTIVITIES

- Check the national press / media for information about current issues in the world where people need to be treated with justice and love? (e.g. they need clean water, enough food, education, healthcare, refugees, migrants, fair prices etc...) Write a letter to your M.P. or produce an assembly for parents highlighting these issues and making suggestions for how we can act justly making links to Micah's message.
- Read Tata's story (CAFOD.org.uk/comeandsee) and discuss the questions from it. Write a day in the life of Tata, showing how the life of the community is shaped by the scripture phrase *'Act justly, love tenderly, walk humbly with God'*.
- Research some other CAFOD stories on CAFOD's children's website (picturemyworld.cafod.org.uk) then design an information sheet outlining how CAFOD lives out Micah 6: 8 and the reasons why it does so.
- A circle game to play inside or outside. Play some lively music (if inside) and children throw/pass a ball around the circle. When the music stops or the teacher indicates, the child holding the ball completes the teacher's sentence with reasons. See examples below.



Justice

One thing that is not for the good of all in the world is...

One thing that is just and for the good of all in the world is...

When I see injustice in the world I can... I can be just by...

(Repeat sentence openers above replacing “in the world” with “at home” or “at school”).

Love

I am kind and loving at home when I...

I am loving to people around the world when I ...

I am kind with my friends when I...

I am loving to people who live in poverty when I...

Walking humbly with God

One way I walk with God is when I...

One way I learn how to walk with God is when I... When I try to walk humbly with God it feels...

God walks with me when...

The above activity may be completed using a labelled dice, with ‘*Justice, Love, Walk humbly*’ on two sides each. The children complete the sentence associated with the value on the dice.

LEARNING FOCUS 2: God sent Jesus to bring the Good News to everyone.

CONTENT

After Jesus was baptised by John, he began his mission. Luke tells of Jesus reading from the prophet Isaiah and making clear to everyone what he had come for. In the reading, we are told that Jesus says he has been anointed and specially chosen to bring the good news of justice to our world.

Read *God's Story 3* page 95 *Jesus begins his mission* (Luke 4:14-22). Highlight paragraph 3 '*The Spirit of the Lordin any way.*' Pick out and list what Jesus intends to do

SOME KEY QUESTIONS

- Q How can poverty hold people captive?
- Q What do you think would cause people to be *broken hearted*?
- Q Why do you think Jesus would want to heal the *broken hearted*?
- Q How do you think the people in the synagogue felt when they heard Jesus speak these words?
- Q Who helps us today to understand God's Good News?
- Q What do you think "*Good News*" for our world might be?

SOME SUGGESTED ACTIVITIES

- Invite the children to write an article for the school magazine about what the world would look like if all people lived out the Good News of justice Jesus spoke about. Use the phrase "God sent me to bring the Good News" or the words of the hymn, 'God's Spirit is in my heart' to show the advice could be lived out to make the world a better place.
- '*Thought for the Day*' is a short reflection broadcast every day on Radio 4. It is based on a religious issue, belief or question. You have been invited to speak on the programme for about 2 minutes and the title you have been given is: *How are Christian beliefs and values lived out in the world today to bring the Good News to everyone?* Use a variety of sources including Scripture to support your argument. Work in groups to create a phrase bank to help you before you start reflecting on the beliefs and values explored so far in this topic. (E.g. people treated fairly, living in harmony, peace, love of neighbour etc. Find examples of where these things happen today.) Then, one of the group is chosen (by the others) to deliver the '*Thought for the day*'.

LEARNING FOCUS 3: Jesus taught us how to live justly in our world.

CONTENT

When I was hungry...

Read Matthew 25:31-45 from your Bible, as you show the children the PowerPoint of the parable of the sheep and goats. (cafod.org.uk/comeandsee). Explain that it is a parable about how God will judge everybody at the end of time. Jesus tells us that whenever we look after one another, we have looked after him. He tells us we should have an attitude of care for our sisters and brothers all the time. This parable is about living justly for the good of everyone.

SOME KEY QUESTIONS

- Q What does this parable tell you about Jesus?
- Q What do you think the King will say to those on his left?
What would you say to them?
- Q What do you think were the motives of those who showed care? Remember they were surprised that they were serving the King?
- Q What does the parable have to say to us today?
- Q How does the Scripture reflect belief in the common good/good for all?
- Q Jesus showed us a just way to live. What does living justly mean – in our homes, schools, parish and local communities?
- Q What is CAFOD doing to make the world a better and just place?
- Q Can you identify anyone today who has made a change in their life for the good of other people? Describe the change they made, and explain how that change has affected the lives of others.

SOME SUGGESTED ACTIVITIES

- Show a series of CAFOD 'living justly' images (cafod.org.uk/comeandsee). Pause for reflection. Show them again and children make notes as they consider how the images portray living justly. Discuss why this is important and make links with the teaching of Jesus.
- As a class or in groups ask the children to 'hot-seat' being one from 'the left' in the parable and then one from 'the right' and describe how it felt to hear what Jesus said to them. Extend this, asking the person in the hot seat questions about why Jesus said these things and what they can do in response.
- In groups, dramatise Matthew's Last Judgement ...the 2 differing groups might question 'Jesus' more than is in the actual account e.g. those 'on his left' might have to justify why they did nothing? Perhaps the 'righteous' can explain why they behaved as they did – after all, they didn't realise it was Jesus. Identify similarities and differences between the two responses and the reasons why. Take photos and annotate them.
- Ask the children to write a persuasive letter to a friend in the class asking them to think of ways they can look after vulnerable people/people in need and explaining why (Jesus' teaching, Gospel values, CST) they should be doing this. The friend can then respond and say how they feel, including one concrete action they will take.

At the end of the lesson, light a candle and ask the children to – ‘Spend a minute thinking about how you could change something in your life to make the world a just place’.

LEARNING FOCUS 4: Catholic Social Teaching is about continuing the work of Jesus.

CONTENT

Catholic Social Teaching is a most important part of the Catholic faith – it is a way of showing that we do what we say – in other words, we practise what we preach. It is what the Church teaches about how we need to be concerned for others, especially the poor and those who are in need. Catholic Social Teaching includes statements and letters written by the Pope or groups of bishops. It shows how the Catholic faith is important for our world today. It inspires CAFOD and many Catholics to put faith into action. Catholic Social Teaching looks at Scripture and especially the example of the life of Jesus and reminds us that we should take care of one another and be concerned for the good of everyone. We see this in the lives of people we call ‘saints’ and in the lives of good people in our homes and parishes. Share together the CAFOD Catholic Social Teaching for Children PowerPoint (cafod.org.uk/comeandsee) Discuss each principle in turn and then ask the children to define the word ‘principle’ to ensure their understanding.

SOME QUESTIONS TO ASK THE CHILDREN:

- Q What are the key principles of Catholic Social Teaching?
- Q Why do you think Catholic Social Teaching is important?
- Q What aspect of Catholic Social Teaching appeals to you most and why?
- Q What beliefs and values inspire or motivate you the most?
- Q Where do Catholic beliefs come from?
- Q How might Catholic Social Teaching lead to a change in the way people live their lives?

Share the CAFOD beliefs and values PowerPoint (cafod.org.uk/comeandsee). CAFOD’s beliefs and values are rooted in Scripture and Catholic Social Teaching.

- Q What beliefs and values inspire or motivate CAFOD’s work?
- Q Which values inspire you the most and why?

SOME SUGGESTED ACTIVITIES

- Look at key principles of Catholic Social Teaching for children available on CAFOD website. (cafod.org.uk/comeandsee) and/or the Catholic Social teaching PowerPoint. Design a school prospectus showing how these values are actually lived out in the ordinary, everyday life of the school.
- Look at your school’s mission statement. Describe and show understanding of the Scripture, beliefs and values expressed there. Identify beliefs and values which are rooted in Catholic Social Teaching and show how they are used for the common good. What would you like to add to your school’s mission statement and why?
- Work in groups, looking at the key principles of Catholic Social Teaching. Create a presentation for your school governors showing which beliefs and values could inform their decisions for having a just school.

LEARNING FOCUS 5: The Common Good.

CONTENT

The 'common good' literally means 'for the good of all'. When the key principles at the heart of Catholic Social Teaching (see previous learning) are lived out, then the common good is achieved. The common good is at the heart of Catholic Social Teaching and is linked to justice for everyone. It is about ensuring that each person is able to live in a way which respects their human dignity. The common good is inspired by the way Jesus related to people. He cared for the poor, weak, and those whom others regarded as strangers or outcasts. Christians are encouraged to put their faith into action to achieve the common good.

Show film clip of 'Stand Up Against Poverty' in Hyde Park September 2010 –at the Papal visit in Hyde Park September 2010 the crowd of 85,000 people joined with millions around the world to stand up against poverty and show their commitment to tackle injustice and end global poverty. (cafod.org.uk/comeandsee)

SOME KEY QUESTIONS

- Q What do you understand by the phrase, the '*Common good*'?
- Q What do you think is meant by 'human dignity'?
- Q Why do you think it is important to ensure the human dignity of each person?
- Q How were these people acting for the good of all?
- Q What inspires you in this clip?
- Q What challenges you in this clip?
- Q Is there anything you can do to stand up against poverty for the common good?

SOME SUGGESTED ACTIVITIES

- Invite the children to consider... 'How I would change the world for the good of all'. Prepare a presentation to share your hopes and dreams showing how your decisions for change are informed by religious beliefs and values. Put these presentations together to make a class Book of Hope for the World.
- Ask the children to reflect on their time in primary school and think of examples of times they have put faith into action to work for the common good, by living out a teaching from the Bible or from an inspirational person. Root your reflections in Scripture and belief. Share your written reflections/PowerPoint presentation/speech with Year 5.

LEARNING FOCUS 6: Jesus gave Christians a new way of living.

CONTENT

Show Beatitudes PowerPoint reflection ([cafod.org.uk/ comeandsee](http://cafod.org.uk/comeandsee)) Matthew 5: 1-17. Discuss those Beatitudes which may be more difficult to understand and give examples of what these may mean. Explain that the Beatitudes are a guide from Jesus about how to live life.

SOME KEY QUESTIONS

- Q What kind of a world is being described?
- Q Give examples of real people who exemplify one or more of the Beatitudes. What makes these people special?
- Q Great athletes and famous pop stars are rewarded with money. How are those who live the Beatitudes rewarded in their lifetimes here on earth?
Archbishop Oscar Romero of El Salvador inspired the work of CAFOD with the way he tried to '*Aspire not to **have** more but to **be** more*'. Invite the children to reflect on this quote. Give them some quiet time to think about what it means. Share ideas with talk-partner. Look at some of the examples of CAFOD's work on the *We Aspire* liturgy on the CAFOD website. (cafod.org.uk/comeandsee)
- Q How has the work of Archbishop Oscar Romero inspired the work of CAFOD?
- Q How did Oscar Romero live out the common good?
Although it is an agency of the Catholic Church, CAFOD believes that all human beings have a right to dignity and respect and that the world's resources are a gift to be shared by all women and men, whatever their race, nationality or religion. Why do you think CAFOD doesn't just help those who are Christian?

SOME SUGGESTED ACTIVITIES

- Ask the children to write a series of statements explaining how their actions are informed by the Beatitudes e.g. 'I have an open and generous heart when I welcome new people into my group of friends.
I am a peacemaker when I am the first to apologise to my sister/brother.'
- Ask the children to describe the Beatitude they find most challenging. Encourage them to show their understanding of the Beatitudes, Catholic Social Teaching, their own ideas, feelings and experiences, making links between them all.
- Invite the children to write their own modern-day Beatitudes, based on the key elements of Catholic Social teaching, e.g. 'You will be blessed when you fight for the rights of workers. God will be beside you'. Describe how religious belief and Catholic Social Teaching give some explanation of the meaning and purpose of human life.

RESPOND

Remembering, celebrating and responding to the experience of justice for the good of all and the work of Christians for the common good of all

Remember

Start the session with a moment of quiet reflection. Provide each child with the opportunity to engage with questions of meaning and purpose.

Using the display, children may be able to recognise the following by use of discussion, role-play, drama, art, cue cards etc.

Ask the children if there is anything they wonder and ask questions about:

- What is justice?
- How can we build a fair and just world?
- What is the difference between fairness and justice, unfairness and injustice?
- How can we help to promote the dignity and common good of all?

Provide the opportunity, possibly by one of the means above, for the children to remember

- Beatitudes are a guide from Jesus about how to live life.
- How Jesus brought the Good News of justice to our world.
- What is meant by 'Common Good'?
- The ways we can act justly, love tenderly and walk humbly with God.
- How Christians can work for the Common Good.
- Something about Catholic Social Teaching.

Rejoice

Remember to plan. (*Download the Rejoice and Gather Form on the **Come and See** website.*) (N.B. This topic links well with the CAFOD Year 6 Leavers' Liturgy – *Aspire to Be More*, see cafod.org.uk/comeandsee. This may form your rejoice celebration.)

Renew

The teacher helps each child to make an individual response, hold on to and make their own what they have understood of their own experience and the experience of the Church community.

Apply their learning

How can I help to bring about justice?

Some sample ideas

After a time of quiet reflection and prayer, invite the children to:

- Write their response on a leaf template with a sentence starter, "During the holidays I will try to consider the good of others by...These leaves can be arranged on a tree called *justice*."

Teacher evaluation

This is ongoing and will inform future teaching and learning, which will include assessment for learning.

SUMMARY

Children will be able to **make links** to show how their feelings and beliefs about being treated fairly/unfairly, justly/unjustly affect their behaviour and that of others and be able to **compare** their own and other people's ideas about questions that are difficult to answer regarding injustice and unfairness.

They will be able to **make links** between Micah, Matthew 25, the Beatitudes and beliefs and **give reasons** for certain actions by believers, in working for justice and the common good.

Children will be able to **show how** their own and other's decisions to act justly and fairly/unjustly and unfairly are informed by beliefs and values and be able to **describe and show understanding** of religious sources, beliefs, ideas, feelings and experiences around the common good, making links between them. They will be able to **show understanding** of how religious belief in justice and of the common good of all shapes life and be able to **engage with and respond to** big questions around justice and the common good in the light of religious teaching.

Children will be able to **explain** what beliefs and values inspire and influence them and others to act justly and fairly and be able to **identify** sources of religious belief and explain how religious beliefs including Catholic Social Teaching about the common good arise. They will be able to **demonstrate** how religious beliefs and Catholic Social Teaching give some explanation of the purpose and meaning of life.

CHURCH TEACHING

This is an outline of the teaching of the Church covered in **COMMON GOOD**:

- Jesus came for the poor and marginalised.
- The Beatitudes.
- Catholic Social Teaching.
- The Common Good.
- The acceptance of personal responsibility.
- Justice.
- Respect for the dignity of the human person.
- Human solidarity.