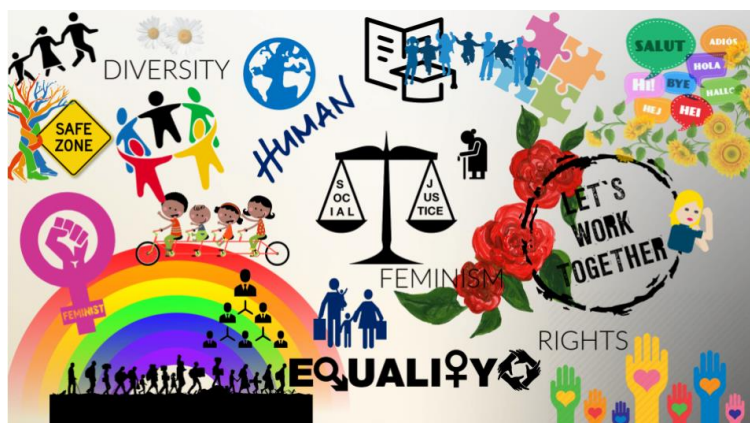


CST - Challenging Social Injustice



What is Social Justice?

Social justice is the view that everyone deserves to enjoy the same economic, political and social rights, regardless of race, socioeconomic status, gender or other characteristics. Teaching social justice in the classroom is crucial for preparing young people to become responsible global citizens in the 21st century.

How St Gregory's will challenge social injustice – Term ¾ 2022

Year Group	Catholic Social Teaching Lesson – Challenging Social Injustice
EYFS	How can we help poor people today? Cheltenham?
Year 1	Accessibility of water.
Year 2	How can we help people who are struggling in other parts of the world?
Year 3	Seasonality of food – fairness to farmers – prices of milk.
Year 4	The impact of the Romanisation on Britain – what is left?
Year 5	Natural disasters – flooding.
Year 6	Electricity topic – what's it like living without a reliable supply.



Ways to Challenge Social Injustice:

Examine your beliefs and habits

Many of us hold onto beliefs that we learned as children, and they can influence how we engage in social justice. Positive action toward inclusion and advocacy begins at home.

Educate yourself about social justice issues

Navigating how to get involved can be overwhelming. The best way to start is to familiarize yourself with social justice issues you're passionate about and research what is being done about them. We can link these to our learning topics, the news and link to our CST principles.

Discover your local/national organisations

See 'Charities' document. E.g. Amnesty International.

Take positive action in your own community

Learn about issues within your community by watching local news broadcasts, reading the newspaper, and listening to podcasts. Write letters, debate, share information with parents in our newsletter. Go Giving Week contributes towards this.

Investigate what's happening at other schools

Link with other schools to discuss social injustice. Is it the same or different in their school? Can you work together on any of these issues?

Be kind, understanding, and compassionate

Learn the groups within your own class. Support your children in recognising and celebrating similarities and differences.

Here are the sorts of way that we challenge social injustice at our school:

EYFS

Term 3 – Where we are

What do people in poor parts of Africa dream of?

What did Jesus say about poor people and what rich people should do?

How can we help poor people today, both here in Cheltenham and in other countries?

Term 4 – Food, Glorious, Food

What does looking after God's world actually mean?

What are the ways in which we are wasteful?

What is the impact of what we do on the remaining people in the world?

Year 1

Term 3/4 – Handa's Surprise

What is our responsibility for plants and

What does it feel like to look after pets



animals?

and gardens?

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What does the Bible tell us about our responsibilities?

What do people in poor parts of Africa dream of?

What did Jesus say about poor people and what rich people should do?

How can we help poor people today, both here in Cheltenham and in other countries?

Term 5/6 – The Great Fire of London

Where do the materials we use every day come from?

Who is involved in digging up iron, picking tea, looking after the animals that give us beef burgers?

How are these people treated?

Do we ever think about what their lives are like?

What did we celebrate at the Harvest Festival?

What do we say about bread when we pray the “Our Father”?

Do we take it for granted that we will have enough food every day?

Does everyone in the world have enough to eat?

If not, what can be done about it?

What’s involved in making bread?

How often do we think about these processes when we eat a slice of toast?

Year 2

Term 3/4 - Explorers

How are human beings different from other animals? How are we similar?

How do conditions differ across the 7 continents?

What do we know about living conditions on the other six?

How can we help people who are struggling in other parts of the world?

Where are conditions most similar to those experienced by people living alongside Jesus during his Ministry?

How can we care for the natural world as individuals and together as families, schools, communities and countries?

Year 3

Terms 3/4 – Food and Farming

What does the Bible say about the love of money?

What’s it like working on a farm?

Do farmers get a fair price for their produce?

Farmers should get paid more (agree or disagree)

The cost of milk.

How much of our food is grown in the UK? Where does the rest come from?

What are the conditions like for the people who produce our food?

How do our food choices affect the lives of those people?

How varied are our diets?

How does this compare with the diets of poor people in the UK and in other countries?

What is the impact of eating a diet which isn’t nutritious and varied?

Year 4

Terms 3/4 – Radical Romans



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What do we learn about the daily lives of people who lived in Pompeii?

If a volcano sent lava which covered this area and preserved all the buildings in Cheltenham what would future generations make of the way we live now?

What was the influence of the Romans on the Life and Death of Jesus?

What was the impact of the Roman occupation of Britain?

What does Jesus teach up about the way we treat our family members?

How do we support people who are lonely and who don't see their families?

Year 6

Term 3 and Term 4 – Extreme Survival

What personal qualities and team characteristics are necessary to be successful explorers?

How do these relate to what's required to lead a good Christian Life?

How do we respond to natural disasters in this country? What does our response say about our values? (e.g. RNLI who have volunteers risking their lives to rescue people at sea. Emergency services people working in terrible conditions)

How can we help when people in other countries are troubled by natural hazards and disasters?

Where do we get our electricity from?

How is it generated?

What is the impact on the environment of this activity?

How can we reduce our personal energy consumption?

What is it like living without a reliable electricity supply?

What would be the biggest impact on you if that ever happened here?

How can we help people who face an energy shortfall, here in the UK and in poorer countries overseas?

Games to Challenge Social Injustice:

Lemon peel (Y1/2): Give a lemon/orange to each student and ask them to "get to know" their lemons/orange. Have them look for any identifying marks, shape, brightness of the lemon/orange, etc. Then, take the lemons/orange, put them in a basket and have the children find their lemon/orange. Children should not have trouble with this. The next day, peel the lemons/orange and have the children attempt to find their lemons/orange again in the basket. This will teach them that although we look different on the outside, we are the same on the inside.

"This is Our House" (EYFS/1/2): Assign children to read, or read to them, *This is Our House* by Michael Rosen. In this book, George, the main character, creates a cardboard box. When other children come and try to play in the box, George turns them away for their outward characteristics. The story teaches children that everyone looks different and it is hurtful when others are treated poorly because they are a girl, have red hair, etc. Have children create their own "cardboard box," and have everyone go inside it.

Face-to-face (All year groups): Place children in pairs and have them observe and interview each other. Have children list their differences as well as similarities. See if these attributes are external or internal, and discuss this with the class. Children should leave the activity realising that



it's important to respect and celebrate human differences.

Draw a picture (All year groups): Gender stereotyping is common in the workplace and in society. Have children draw pictures that represent different professions (it's an experiment so be lean on what you say), such as construction worker or teacher. Collect the drawings and add up how many men or women were represented in each drawing. Use the data to discuss how gender roles and societal expectations impact individuals' employment opportunities but reinforce that all genders CAN go for different roles/vocations.

I See You, You See Me: Body Image and Social Justice (KS2) This series help children think about their bodies and body images in a social justice context. Each lesson looks at a different aspect of the relationship children have with their bodies.

Reading Ads with a Social Justice Lens (Y2-6) Children are surrounded – and targeted – by advertisements: on television, the computer, even on their journeys to and from school

Can girls be plumbers? (Y2-6) Teach about gender stereotypes, roles and career choices. Provide photos of both men and women and a list of different jobs. Have children use the photographs to create a display with the photos on one side and the corresponding jobs on the other. See what the children match up, and then discuss.

