

CATHOLIC SOCIAL TEACHING

Catholic social teaching (CST) is rooted in Scripture, formed by the wisdom of Church leaders, and influenced by grassroots movements. It is our moral compass, guiding us on how to live out our faith in the world.

Read more about some of the CST principles which inspire our work.

1. **Human Dignity:** Every person is valuable and deserves to be treated with respect because we are all created in God's image.
2. **Common Good:** We should make choices that help everyone in society to live well, not just ourselves.
3. **Solidarity:** We are one human family, so we must stand together and support one another, especially in times of need.
4. **Option for the Poor:** We should put the needs of the poorest and most vulnerable first in our actions and decisions.
5. **Care for Creation:** God calls us to look after the Earth and protect the environment for future generations.
6. **Dignity of Work and Workers' Rights:** Work should be fair, and workers must be treated with justice, respect, and safe conditions.
7. **Peace and Reconciliation:** We are called to build peace by resolving conflict, forgiving others, and promoting justice.

Our faith calls us to love God and to love our neighbours in every situation, especially our sisters and brothers living in poverty. Following in the footsteps of Christ, we hope to make present in our unjust and broken world, the justice, love and peace of God.

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Year	Subject	CST Theme	Term
<u>7</u>	Art	6 5,6,7 5,6,7	- Half term 1: The Importance of Art. Primary observation of a shoe. Tonal scale. 3-dimensional shape drawings. - Half term 2: Mark- making. Bridget Riley. Relief construction. Frottage/ collagraph printing. - Half term 3: Abstract tonal drawings. Composition. Compare and contrast Briget Riley and Charles McGee. Abstract tonal painting. - Half term 4: Painting the colour wheel. Mixing complementary colour sets, Painting tints and shades. - Half term 5: John Piper., Drawing Liverpool cathedrals/ architecture., Colouring in hot and cold colours. - Half term 6: Transfer print drawings of architecture/ cathedrals. Applying paint to drawings in the style of Rowan Leckie.
<u>8</u>		1 1 1 2 2 2	- Half term 1: Self and Identity. Facial proportions/ facial features. Tonal self-portraits. - Half term 2: Coloured pencil self-portraits. Nikki Farquharsen. Collage self- portrait - Half term 3: Pattern. Painted and patterned, enlarged portrait. - Half term 4: Claes Oldenburg. Primary observation of food. - Half term 5: Grid Drawings of food. Peter Anton. Sculpture designs. - Half term 6: Papier – mâché food sculptures. Mixed-media food drawings.
<u>9</u>		1 5	- Half term 1: Tonal scale. Abstract tonal drawing. Mark, making. Colour wheel painting. - Half term 2: Leonardo Da Vinci, Skull sculptures, Skull drawings, Skull collage compositions. - Half term 3: Skull paintings, Compare and contrast skull artists.



		6 6	• Half term 4: Ancient Egyptian scarab beetle drawings. Sgraffito beetle. • Half term 5: Primary observation drawings of packaging. Logo collage, Compositional sketches. • Half term 6: Peter Blake. Mixed media logo piece.
<u>10</u>		1,2,5	• Half term 1: Primary observation, Drawing exercises, Mood boards, Mono printing, Transfer printing, Collagraphs, Frottage • Half term 2: Painting techniques, Textural exercises Artist research pages, Photography, Editing photography • Half term 3: Composition analysis, Creative statements, Research appropriate artists • Half term 4: Self-evaluation, Plan compositions, Produce personal pieces • Half term 5: Compare and contrast artists, Produce personal pieces • Half term 6: Produce personal pieces, Assessment exercises, Self-evaluation
<u>11</u>		1,2,5	• Half term 1: Self-assessment, Large personal outcomes. • Half term 2: Compositional planning for final pieces, Execution of final piece. • Half term 3: Controlled Assessment, Topics specified on exam paper, Initial concepts, Drawing, Experiments with media, Artistic research, Photography. • Half term 4: Refinement of ideas and media, Producing large outcomes, Compositional planning for final piece. • Half term 5: Final controlled assessment, Complete Eduqas paperwork. Display and present work. • Half term 6: External moderation of work.
<u>Sixth Form</u>	Year 12	1-7	• Half term 1: Primary observation, Drawing exercises, Mood boards, Mono printing, Transfer printing, Collagraphs, Frottage • Half term 2: Painting techniques, Textural exercises, Artist research pages, Photography, Editing photography



	Year 13	1-7	• Half term 3: Composition analysis, Creative statements, Research appropriate artists • Half term 4: Self-evaluation, Plan compositions, Produce personal pieces • Half term 5: Compare and contrast artists, Produce personal pieces • Half term 6: Produce personal pieces, Assessment exercises, Self-evaluation • Half term 1: Self-assessment, Large personal outcomes. • Half term 2: Compositional planning for final pieces. • Half term 3: Execution of final piece & Controlled Assessment. • Topics specified on exam paper. Initial concepts. • Half term 4: Drawing. Experiments with media. Artistic research. Photography. • Half term 5: Refinement of ideas and media, Producing large outcomes, Compositional planning for final piece. • Half term 6: Final controlled assessment. Complete Eduqas paperwork. Display and present work. External moderation of work.
Z	Computing	1,2,6	• Half Term 1 & 2: Correct use of computer equipment & cyber security. • Half Term 3: Spreadsheet skills – Financial choices, • Half Term 3: Data in spreadsheets.



<u>8</u>		1,5,6	• Half Ter 1: Correct use of computer equipment • Half Term 3: App Development • Half Term 4: Spreadsheets
<u>9</u>		1,5,6	• Half Term 4: Use of AI – environmental issues with AI • Half Term 5: Ethical & privacy issues in computing systems • Half Term 6: Digital Citizenship: risks – fake news – social media
<u>10</u>		Computing: 4,5,1 imedia: 1,2,6	• Half Term 5: Use of computer systems – hardware • Half Term 6: Use of computer systems – software • Half Term 6: Encryption – Alan Turing • Planning and creating digital graphics for target audiences – legislation & copyright • Half Term 3: Job Roles
<u>11</u>		Computing: 1,5,6 Imedia: 1,2,3,6	• Half Term 2+3: Networking & Cyber security • Half Term 4: Ethical issues – Legal issues – cultural issues + impact of technology • Half Term 2: Legal & ethical issues – target audiences – client requirements • Half Term 3: Planning for all target audiences • Half Term 4: Licencing, target audiences & security • Half Term 5: Legal & ethical issues
<u>Sixth Form</u>		Digital media 1,2,3,6 Computing: 1,3,6	• Half Term 2: ethical and legal issues with media (target audiences) • Half Term 3 -5: Creation of product for target audience • Half Term 1-3: Hardware & software • Half term 1: Encryption • Half Term 6: Software Development



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<u>Sixth Form</u>	Criminology – Year 12	1,3,4 1,2,3,4,6 1,2,3,4 1,2,3,4,6 1,2,3,4,6 1,3,4	• Half term 1: Unit 1: Types of crime, Reasons for crime going unreported, Consequences of unreported crime, Media representations of crime, Impact of media representations of crime, evaluate methods of collecting statistics about crime • Half term2: Unit 1: Planning and designing a crime campaign, comparing campaigns for change, Evaluating the effectiveness of media in campaigns for change • Half term 3: Unit 2: Criminal or deviant, social construction of crime, Biological theories of crime, biological theories influencing crime control policies, Individualistic theories of crime, Individualistic theories influencing crime control policies • Half term 4: Unit 2: Individualistic theories of crime, Individualistic theories influencing crime control policies, Sociological theories of crime, Sociological theories influencing crime control policies, Social change influencing policy development, Campaigns for change • Half term 5: Consolidation of Unit 2 content, Revision of all topics covered in HT3 and H • Half term 6: Unit 3: Roles of personnel in criminal investigations, Investigative techniques, Rights of suspects, victims and witnesses



	Criminology - Year 13	1,2,3,4	• Half term 1: Unit 3: Evaluate the effectiveness of investigative techniques, Requirements of the CPS, Trial processes, Rules in relation to evidence in criminal investigations, Key influences affecting the outcomes of criminal cases • Half term 2: Unit 3: The use of laypeople in criminal investigations, Assessing the validity of evidence in cases, Drawing conclusions on criminal investigations • Half term 3: Unit 4: Parliamentary and governmental law-making processes, Relationships between agencies of social control, Models of criminal justice, Forms of social control: (internal and external) • Half term 4: Unit 4: Aims of punishment, Forms of punishment, Role of social control agencies, Evaluate the effectiveness of social control agencies, Contribution of social control agencies in ensuring social control, Limitations of social control agencies • Half term 5: Consolidation of Unit 4 content, Revision of all topics covered in HT3 and HT4 • Half term 6: Pupils will sit their formal external exam this half term.
		1,2,3,4,7	
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<u>7</u>	Design & Technology (including food, textiles & tech)	2 5 4	• D&T: Timber and environmental impact, and recycling, upcycling: Forest Stewardship Council (FSC) • Textiles: Fibres & fabrics impact, Story of the stitcher • Food: Health & safety – product safety. Understanding healthy eating and providing food for the family
<u>8</u>		1 2,3	• Textiles: Links to All Souls Feast Day and Day of the Dead: Understanding cultural links and societies, celebration of different cultures. • D&T: material impact on the environment. (FSC)



<u>9</u>		1,4 2 5 1,4,6	- Food: Creation of dishes within an assessment that can then be taken home and shared as well as recreated. Including cost of ingredients. - Understanding where food comes from - D&T: Plastics – environmental impact and product safety for the public. - Textiles: Looking at where clothes are made (sweatshops)
<u>10</u>		1,6	Construction: Workers rights – health and safety in construction (Autumn term)
<u>11</u>		2	D&T: Workers rights and needs – environmental impact of materials – fire brakes.
<u>7</u>	English	1-7	- Term 1 Ancient Origins (Homer's Odyssey) - Term 2 History of the English Language - Term 3 Poetry from Different Cultures - Term 4 The Art of Rhetoric - Term 5 Merchant of Venice - Term 6 Autobiographical Writing
<u>8</u>		1-7	- Term 1 -Romantic Poetry - Term 2 Novel (Bone Sparrow) - Term 3 Romeo and Juliet



<u>9</u>		1-7	• Term 1 Dystopian Fiction (Animal Farm) • Term 2 Victorian Literature • Term 3 War Writing • Term 4 Writer's Craft • Term 5 Understanding the Media • Term 6 The Crucible
<u>10</u>		1-7	• Term 1/2 A Christmas Carol • Term 3/4 Range of both fiction and non-fiction texts • Term 5/6 Shakespeare/Macbeth
<u>11</u>		1-7	• An inspector calls Within the English curriculum, <i>An Inspector Calls</i> provides pupils with a powerful opportunity to explore the principles of Catholic Social Teaching through Priestley's examination of inequality, responsibility and social justice. The treatment of Eva Smith encourages pupils to consider Human Dignity, questioning what happens when an individual's worth is determined by wealth, gender or social class. Priestley's message that "we are members of one body" strongly connects to Solidarity and the Common Good, encouraging pupils to recognise that our choices affect others and that we share responsibility for the wellbeing of society. Through Eva's experiences of poverty, exploitation and powerlessness, pupils also explore the Option for the Poor, considering our responsibility to protect and support those who are most vulnerable. By contrasting the attitudes of characters such as Mr Birling with the developing social conscience of Sheila and Eric, pupils are encouraged to reflect critically on selfishness, privilege, compassion and justice, and to consider how the Christian values of love, dignity and service call us to take responsibility for others. This is threaded throughout each term.



<u>12</u>		1-7	• Dracula by Bram Stoker - Bram Stoker's <i>Dracula</i> can be linked to the Catholic Social Teaching principle of Human Dignity, as Dracula repeatedly removes the freedom and dignity of his victims by controlling and exploiting them. Lucy and Mina become vulnerable to Dracula's power, showing the consequences of treating human beings as objects rather than as people with inherent worth. However, the novel also presents Solidarity and the Common Good through the way Jonathan, Mina, Van Helsing, Seward, Arthur and Quincey work together to protect others. Their willingness to sacrifice their own safety for the wider community demonstrates the CST belief that we are one human family and have a responsibility to support and protect those who are vulnerable. • A Doll's House by Ibsen - Henrik Ibsen's <i>A Doll's House</i> strongly connects with the Catholic Social Teaching principle of Human Dignity, particularly through Nora's treatment within her marriage. Torvald sees Nora as someone who needs to be controlled and protected rather than as an equal adult, which prevents her from being treated with the respect and dignity that CST teaches every person deserves. The play also explores the Dignity of Work and the Common Good, as financial dependence and social expectations restrict the characters' freedom and choices. Nora's decision to leave her marriage can therefore be interpreted as her attempt to discover her own identity and demand to be recognised as a person with dignity, responsibility and moral worth.
<u>13</u>		1-7	•
<u>7</u>	Geography	1-7	• Half term 1 & 2: Maps, Urban and rural areas, How do cities grow? Population, Development • Half term 3 & 4: UK Housing and economy, Migration, Tectonics, Weather



			Half term 5 & 6: Project on Weather and Climate
<u>8</u>		1,2,3,4,5,6 1-7	- Half term 1&2: Physical Landscapes – Rivers and coasts, Climate change - Half term 3&4: Case Studies – How does Geography shape a continent – Africa, Energy - Half term 5&6: Case Studies – How does Geography shape a continent - Asia
<u>9</u>		1-7	- Half term 1&2: Glaciers, Case Studies – How does Geography shape a continent – Russia - Half term 3&4: Case Studies – How does Geography shape a continent – Middle East - Globalisation - Half term 5&6: Countries on a Global Stage
<u>10</u>		2,3,5 2,5 1-7	- Half term 1&2: Climate change, Sustainability - Half term 3&4: UK landscapes - Half term 5&6: Weather and climate, Changing cities
<u>11</u>		1-7	Global development
<u>Sixth Form</u>		1,2,3,4,5,6,7	Diverse Living Places: Examining equality, access to services and social exclusion, which links directly to human dignity and the option for the poor. Regeneration strategies aimed at improving housing, transport, green space and community cohesion reflect the CST call for the common good, while debates about gentrification, displacement and affordability relate to protecting the dignity and rights of vulnerable groups.



			- Human Health, Development and Geopolitical Interventions: Human Health, Development and Human Rights links strongly to Catholic Social Teaching, as it focuses on how societies promote or deny human well-being. - The Water Cycle and Water Insecurity: Human dignity: Water is essential for life. - Superpowers: Human dignity: Superpower influence through IGOs, TNCs and foreign policy can either improve living standards through investment and aid or undermine dignity through exploitation and conflict. Common good: Global institutions like the IMF, World Bank and WTO aim to promote economic stability, but superpowers may prioritise national interests over shared global prosperity. Superpower competition can fuel instability, but diplomacy and multilateral cooperation can promote peace.
<u>10</u>	Health & Social Care	1,3,4,7 1,2,3,4,5,6,7 1,2,3,4,5,6,7	- Half term 1,2 & 3: Human Lifespan, development - Half term 4: Comp1: Human Development. Comp2: Health & Social Care services and values - Half term 5 & 6: Comp 2. Health & Social Care services and values
<u>11</u>		1,2,3,4,5,6,7 1,3,4,5,6,7 1,3,4,5,6,7	- Half term 1 & 2: Comp 2. Health & Social Care services and values - Half term 3: Comp 3. Health and Wellbeing - Half term 4,5 & 6: Comp 3. Health and Wellbeing
<u>Sixth Form</u>	Year 13	1,2,3,4,6,7 1,2,4,5,6,7 3,6	- Half term1 & 2: Unit 2 – Working in health & social care. Unit 5: Meeting individual care and need support - Half term 3: Unit 5 – Meeting individual care and support needs. Unit 10 – Sociology theories - Half term 4 & 5: Unit 10 – Sociology theories



<u>Sixth Form</u>	Year 12: Early Childhood Development (Edexcel)	1,2,6,7 1,3,6 1,3,7	• Half term 1&2: Unit 3 -Play and Learning • Half term 3,4,5: Unit 1 – Children’s Development • Half term 6: Unit 2 – Keeping Children safe.
<u>7</u>	History	1,2,3, 6, 7 1,2, 3, 6, 7 1, 2, 3, 4, 6, 7	• Half term 1&2: Formation of Liverpool, where we live in Liverpool, Black History month, Life as an Anglo-Saxon, Battle of Hastings, How William kept control. Medieval monarchs • Half term 3&4: Medieval monarchs, Magna Carta, Life in medieval Britain. Medieval Towns/Villages, LGBTQ+ Month, Women in History Month • Half term 5&6: Medieval medicine, Black Death, Peasant’s Revolt, Crusades. Tudors – reformation,
<u>8</u>		1-7	• Half term 1&2: Stuarts, Empire, Indigenous people, Impact of British Empire, Empire • Half term 3&4: The British Empire and its effects, Slavery, Industrial relations • Half term 5&6: Industrial relations
<u>9</u>		1-7 1,2,3,5,6,7 1,2,3,5,7	• Half term 1&2: Suffragettes, Treaty of Versailles, Life in Britain, USA and Germany 1918-1933 • Half term 3&4: Rise of Nazis, Life in Nazi Germany, Propaganda and Terror, Causes of WWII, Battles of WWII



			Half term 5&6: Holocaust, Atomic Bomb, British Society, Cold War
<u>10</u>		1-7	- Half term 1&2: Crime and Punishment 1000-1500, 1500-1700, 1700-1900 - Half term 3&4: Prison Reform – 20th Cen. Reforms – Capital Punishment, Whitechapel, - Half term 5&6: Elizabeth's Problems at home and abroad. Elizabeth Poor Law, Education, Leisure, Germany post WW1
<u>11</u>		1-7	- Half term 1&2: Weimar problems & Stresemann's Reforms. Rise of Nazis. Nazi control - Half term 3&4: Nazi Society – women, youth etc. Cold War – reasons for conflict. - Half term 5: Cold War – reasons for conflict
<u>Sixth Form</u>		Year 12 – 1,2,3,4,6,7 Year 13 – 1,2,3,4,6,7	- Half term 1&2: New Deal Reforms. Spring Term: KKK - 1920s Black Rights, Industrial Relations in the UK - Half term 3&4: Impact of WW2 & New Deal, Immigration – Society in change - Half term 5&6: Political Ideals – Nationalist Movements, Role of Thatcher, Life in Imperial Russia - Half term 1&2: Nationalist Movements, Penal Laws, Catholic Relief Acts, Catholic Emancipation. Life in Russian Empire - Half term 3&4: Life in Britain 1918-1997, Margaret Thatcher. Unionism & Growth in Ireland Larkin,



<u>7</u>	Maths	7	Half term 6: Mission week Fair trade/ wages
<u>8</u>		7	Half term 6: Mission week Fair trade/ wages
<u>9</u>		7	Half term 6: Mission week Fair trade/ wages
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<u>7</u>	Science	2, 5	- Half term 1: Intro to Science - B1 Cells - Half term 2: B2 Skeletal and muscular system - C1 The Particle model - Half term 3: C2 Atoms elements and compounds - Half term 4: C3 Pure and impure substances - P1 Energy - Half term 5: P2 Speed - Half term 6: P3 Forces
<u>8</u>		1-7	- Half term 1: B3 Nutrition and digestion - B4 Gas exchange - Half term 2: B5 Reproduction - C4 Chemical reactions - Half term 3: C4 Chemical reactions- C5 Energy changes - Half term 4: P4 Pressure in fluids - P5 Sound - Half term 5: P5 Sound - P6 Light - Half term 6: P6 Light



<u>9</u>		1-7	• Half term 1: Biology B6: Photosynthesis - Biology B7: Respiration - Biology B8: Ecosystems - Biology B9: Inheritance • Half term 5: Physics P9: Space - B1 Cells • Half term 6: C1 Atomic structure and the periodic table
<u>10</u>		1-7	Half term 1 : Bio – Unit 1– Transport in cells Bio- Unit 3 Disease (part 1) Chem – Unit 4 Reactivity of metals Chem – Unit 2 Bonding (part1) Physics – Unit 1 Particles of model Physics – Unit 3 Electrical circuits (part 1) Half term 2 Bio – Unit 3 Disease (Part 2) Bio – Unit Transport in systems Chem – Unit 2 Bonding (part2) Chem – Unit 1 The periodic table Physics – Unit 3 Electrical circuits (part 2) Physics – Unit 3 Electricity in the home(part 1) Half term 3 Bio – Unit 2 The digestive system (part 1) Chem – Unit 3 Quantitative chem Physics – Unit 3 Electricity in the home (part 2) Half term 4 Bio – Unit 2 – The digestive system (part 2)



			Bio – Unit 4 – Bioenergetics (part 1) Chem – Unit 4 Acids and Bases Chem – Unit 5 Energy changes Physics – Unit 5 Atomic structure Half term 5 Bio – Unit 4 – Bioenergetics (part 2) Bio – Unit 2 – Defence against disease (part 1) Chem – Using resources Chem – Chemical analysis Physics – Energy transfers (part 1) Half term 6 Bio – Unit 2 – Defense against disease (part 1) Bio – The nervous system Chem – Chemistry of the atmosphere Physics – Energy transfers (part 2)
<u>11</u>		1,2,3 1,5,6 3,5 1,2,5	• Half term 1: Bio -Genetics, Phys -Forces in action, Phys – Acceleration, Chem - Organic, Chem -Rates of reaction • Half term 2: Phys-Waves, Chem- Rates of reaction (Cont.), Chem -Chemical analysis • Half term 3: Chem -Chemical analysis (Cont.), Phys -Electromagnetism, Bio – Ecology, Bio - Homeostasis • Half term 4: Bio -Ecology(Cont.), Chem - Chemistry of the atmosphere



			Half term 5: Bio - Sustainable
<u>7</u>	Spanish	1,	Term 1: Every person is valuable and unique through work on adjectives to describe people
<u>8</u>		2	Term 2: Food Topic – references to healthy eating, where to buy food, and fair trade (Latin America)
<u>9</u>		4,6	- Term 2: Jobs –(dignity) workplaces to be fair and respectful. - Option for the poor – discussions around issues of poverty in Latin America (focus on PD & own cultural experience) - Term 3 - Hispano-America
<u>10</u>		1,6	- Term 2: technology, focus on respect, cyber bullying and social media - Celeb culture – Term 3: How public figures have the right to use their platforms ethically
<u>11</u>		2	- Term 1: environment – importance of protecting environment, dangers of pollution/ Solutions (3R's) - Term 2: Education & Work – Qualities for work, respect in the workplace, fair wages.
<u>Sixth Form</u>		7	- Term 1: yr12 – resolving conflict within families - Term 2: Yr13 – franquismo: forgiving others (Transicion)



Sixth Form	Sociology - Year 12	1,3,6,7 1,2,3,7 1,2,3,4,6,7 1-7 1-7 1,2,3,7	• Half term 1: Childhood, Function of the family, Demography, Division of labour • Half term 2: Family Diversity, Changing family patterns, Marriage & Divorce, Families and social policies • Half term 3: Consolidation of families and household's topic, Educational policies, Role of education • Half term 4: Role of education, Internal and external factors influencing education, Gender differences in education, Research methods • Half term 5: Ethnic differences in education, Research methods, Methods in context • Half term 6: Methods in context, Consolidate education topic, Beliefs in society
	Sociology - Year 13	1,2,3,7 1,2,4,6,7 1,2,4,6 1,2,4,6,7 1-7	• Half term 1: Theories of religion, Secularisation, Religion, renewal and choice, Religion in a global context, religious organisations, members and movements • Half term 2: Science and ideology, Religion and social change, Functionalist theories of crime, Labelling theory of crime, Class, power and crime • Half term 3: Realist theories of crime, Gender and crime, Ethnicity and crime • Half term 4: Media and crime, Globalisation and crime, Crime prevention, punishment and victims, Is sociology a science, Values vs. objectivity, Feminism, Functionalism, Social action theories, Globalisation and postmodernity, Sociology and social policy, Marxism • Half term 6: External exams this half term.
7-9	PE	1-7	Core PE activities are delivered on a carousel these can be met all year) • During PE lessons at Maricourt we ensure all students feel valued and respected regardless of their ability level. • In years 7-9 pupils are placed into ability sets to work with pupils of a similar ability.



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| | | <ul style="list-style-type: none"> • Pupils are given opportunities to act as a performance analyst, leader and official and they are given responsibility for leading and being led by fellow pupils. • We award our 'Mercy Value' of 'Respect' for pupils displaying this behaviour. • Every person has a right to life and responsibility to RESPECT others. • We are all a FAMILY and together we are stronger. During PE lessons and extra-curricular opportunities at Maricourt we encourage all pupils to positively support their teammates, we win together and lose together as a team. We encourage our pupils to show empathy for those who may struggle to make progress in an activity. • We award our 'Mercy Values' of 'Hospitality' 'Compassion' and 'Service' for pupils displaying the types of behaviour where we look after each other. • Each year we host a Sports Awards Evening at Aintree Racecourse to celebrate the achievements of our pupils with their families and our school community. • We should give extra HELP to people who are poor and vulnerable. • During PE lessons at Maricourt we provide extra support and guidance to less skilled players in Key Stage 3 by having smaller class sets and where possible targeted extra-curricular clubs. We are keen to ensure everyone can participate actively and will regularly support pupils and families who may need assistance. Here our staff can model the 'Mercy Values' of 'Hospitality' 'Compassion' and 'Service' towards the pupils we have in our care. • We are all unique and should treat everyone with LOVE and respect. • Pupils often perform in front of each other and are encouraged to be supportive of peers and their different abilities. Pupils will analyse each others performances and give praise and guidance on how to improve when acting as a analyst/ coach. • We should CARE for the planet. In PE at Maricourt we try to implement environmentally conscious practices like re-using and recycling equipment from one year to the next if it is safe to do so. • We offer a uni-sex PE kit that can be shared within a family in future years. |
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			- We frequently promote awareness of the impact of physical activity and behaviour on the environment with a focus on taking care of our playing areas and not dropping litter on our site, rewarding pupils who 'Respect' our site. - We should think about what GOOD for everybody is, not just ourselves. During PE lessons and extra-curricular provision at Maricourt we strongly emphasise teamwork, collaboration, and cooperation within games and activities, fostering a sense of belonging.
10		1-7	Years 10 -11 pupils select a pathway of activities to best suit their preferences. We adapt activities to cater to different needs by changing activities, rules or using modified equipment to add challenge or enable pupils where possible. We promote positive sportsmanship in all activities as a performer, analyst, leader or official. Core PE activities are delivered on a carousel these can be met all year) - During PE lessons at Maricourt we ensure all students feel valued and respected regardless of their ability level. - In years 7-9 pupils are placed into ability sets to work with pupils of a similar ability. - Pupils are given opportunities to act as a performance analyst, leader and official and they are given responsibility for leading and being led by fellow pupils. - We award our 'Mercy Value' of 'Respect' for pupils displaying this behaviour. - Every person has a right to life and responsibility to RESPECT others. - We are all a FAMILY and together we are stronger. During PE lessons and extra-curricular opportunities at Maricourt we encourage all pupils to positively support their teammates, we win together and lose together as a team. We encourage our pupils to show empathy for those who may struggle to make progress in an activity.



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<u>10</u>	Psychology	6 1,3,6 1,3,4 1,3,4,6 1,2,6	• Half Term 1: Research Methods - Pupils will begin with formulating hypotheses, types of variables, sampling techniques and designing research. Pupils will also study correlations, research procedures, as well as ethical issues in research. • Half Term 2: Research Methods - Pupils will focus on data handling including quantitative and qualitative data, measures of central tendency and the different types of distributions. Pupils will begin with studying conformity and obedience. They will focus on key research studies such as Asch and Milgram. • Half Term 3: Social Influence - Pupils will focus on pro-social behaviour and the bystander effect. They will then move on to crowd and collective behaviour. Psychological problems - Pupils will study an introduction mental health. They will also consider how the incidence of significant mental health problems changes over time. • Half Term 4: Development - Pupils will learn about early brain development, as well as studying Piaget's theory of cognitive development. Psychological problems - Pupils will focus on characteristics of depression, theories to explain depression and interventions to treat depression. • Half Term 5: Development - Pupils will continue learning about Piaget and his role in education. They will then move on to the effects of learning on development. Psychological problems - Pupils will focus on characteristics of addiction, theories to explain addiction and interventions to treat addiction.
<u>11</u>		2,6	• Half Term 1: Language - Pupils will study the relationship between language and thought, as well as the effect of language and thought on our behaviour. Brain and Neuropsychology - Pupils will study the nervous system, including the structure and function of the neuron. • Half Term 2: Language - Pupils will focus on differences between human and animal communication. They will then study non-verbal communication. Brain and



			Neuropsychology - Pupils will focus on the brain including the structure and function of the brain. - Half Term 3: Language - Pupils will study explanations of non-verbal communication. Brain and Neuropsychology- Pupils will study the introduction to neuropsychology. They will look at different scanning techniques for the brain. - Half Term 4: Perception - Pupils will study sensation, perception and visual cues and constancies. They will focus on different theories of perception. Research Methods - Pupils will re-visit research methods and focus on how to design their own study. - Half Term 5: Research Methods - Pupils will continue with research methods and focus on how to design their own study. Perception- Pupils will focus on visual illusions and factors affecting perception.
<u>7</u>	RE	1,2,3,5 1,2 1,2,4,6 2,3,4 1 1,7	- Half Term 1: Creation to Covenant – Laudato Si, Stewardship, Common Home - Half Term 2: Prophecy to Promise – Study of religious holy book and how the bible is used today - Half Term 3: Galilee to Jerusalem – Jesus as model of holiness, ethical businesses - Half term 4: Desert to Garden – World Hunger & how we can help - Half Term 5: To the Ends of the Earth – study of the Pentecostal movement - Half Term 6: Dialogue & Encounter – study of Hinduism
<u>8</u>		1,2,3,7 4 1,2,3,4,6 2,3,7	- Half Term 1: Creation to Covenant – Original sin, laws, conscience and social responsibility, Conscientious Objectors & Just War Theory - Half Term 2: Prophecy to Promise – Study of Oscar Romero - Half Term 3: Galilee to Jerusalem – Jesus & the Marginalised, Works of Mercy - Half term 4: Desert to Garden – Reconciliation, Problem of Evil and Suffering



		3 1,7	- Half Term 5: To the Ends of the Earth – Life after Death - Half Term 6: Dialogue & Encounter – study of Islam
<u>9</u>		1,2,3,7 3 4,7 1,3,4,7 1,2 1,7	- Half Term 1: Creation to Covenant – Imago Dei, Sanctity of Life, Marriage - Half Term 2: Prophecy to Promise – Role of women in the bible & Study of Mary Mother of God - Half Term 3: Galilee to Jerusalem – Discipleship, Vocation - Half term 4: Desert to Garden – Body of Christ, Peace & Justice, Restorative Justice, study of Pax Christi - Half Term 5: To the Ends of the Earth – The Church (earth, purified, heaven) - Half Term 6: Dialogue & Encounter – study of Judaism
<u>10</u>		1,2,4,5 1,2,3,4,5,6,7 1,2,3,4,5,6,7	- Half Term 1+2: Study of Judaism (Foundational beliefs, festivals) - Half Term 3+4: Foundational Catholic Theology (Origin and Meaning) - Half Term 5+6: Foundational Catholic Theology (Evil and Suffering)
<u>11</u>		1,2,3,4,5,6,7 1,2,3,4,5,6,7 1,2,3,4,5,6,7	- Half Term 1+2: Applied Catholic Theology (Life after Death) - Half Term 3+4: Applied Catholic Theology (Sin and Forgiveness) - Half Term 5+6: Revision (Judaism – Comp1 – Comp2)
<u>Sixth Form</u>		1,2,3,4,5,6 2,5,6 1-7	- Philosophy course - Sustainability: with sustainable fashion show - Stewardship – leading charitable events, Collection of resources for foodbank, clothes drives – topical conversation around current affairs and events. - Catholic Social Teaching Principles in action



<u>7-9</u>	Careers	1-7	- Promotes order, consistency, and fairness, reflecting God's created order and the dignity of human reasoning. - Encourages stewardship and responsible use of resources by making fair and accurate calculations, respecting justice and fairness. - Supports truthful presentation of information, promoting honesty and integrity in representing data. - Reinforces fairness and proportionality, respecting equality and the fair treatment of others in sharing and measuring. - Promotes respect for God's creation by valuing time and resources, encouraging care for the environment through responsible travel and planning. - Highlights the importance of community and working together, as different parts (fractions, angles, shapes) combine to form a whole, reflecting unity and cooperation.
<u>10</u>			Work experience, dignity of workers.
Year	Subject	CST Theme	Term
7	PSHE	1-7	Term 1: Participation of the Common Good – Students collaborate in PSHE to contribute positively to their school and wider community. Term 2: Human Dignity – Lessons emphasise respect, equality and the inherent worth of every individual. Term 3: Careers – Pupils explore future pathways and reflect on their aspirations and personal development.
8	PSHE	1-7	Term 1: Participation of the Common Good – Students work together and take responsibility for contributing to a supportive environment. Term 2: Careers – PSHE lessons support informed choices about future goals and opportunities.



			Term 3: Human Dignity – Teaching reinforces respect for diversity and the value of each person.
9	PSHE	1-7	Term 1: Participation of the Common Good – Pupils engage in activities that promote teamwork and collective responsibility. Term 2: Careers – Students develop employability skills and explore career pathways. Term 3: Human Dignity – Lessons highlight fairness, respect and inclusion for all.
10	PSHE	1-7	Term 1: Participation of the Common Good & Human Dignity – Students show respect for others while contributing positively to society. Term 2: Rights and Responsibilities – Pupils learn about their duties and rights within society and how to act justly. Term 3: Rights and Responsibilities – Lessons continue to develop understanding of justice, fairness and accountability.
11	PSHE	1-7	Term 1 – Careers pathways, post-16 planning, preparing for adulthood Term 2 – Study skills, resilience, personal responsibility Term 3 – GCSE preparation, wellbeing, shared success
Sixth Form	Year 12 PSHE	1-7	Term 1 – Social justice, environment, tolerance, inclusion Term 2 – Mental health, self-esteem, identity, relationships Term 3 – Careers planning, UCAS, independence, decision-making
	Year 13 PSHE	1-7	Term 1 – Careers, voting, political awareness Term 2 – Emotional wellbeing, equality, feminism, financial responsibility Term 3 – Final preparation, resilience, contributing to society



10	Business BTEC Enterprise	1-7	Term 1 – Exploring enterprises and enterprise / business opportunities. The impact of the enterprise on the environment, materials, waste and recycling of products Term 2 – Looking at products, employers and human resources. Term 3 – Ethical, political, economic, social and technological. Customers and business to business (B2B) Term 4 – Unique selling points, branding and reputation of social enterprise Term 5- Segmentation, Demographics, Competitive, Skimming and Cost Plus Term 6 – Entrepreneur, Resources, Constraints, Costings, Potential Budget, Research & Competition
11		1-7	Term 1 – Primary Research, Secondary Research, Aims, Target market, Start-up cost, Selling price & Fixed costs Term 2 – Strategies, Cashflow, Profit and loss, Risk factors ,Viability, Consumer, Eye contact, Body language, Pace &Tone Term 3 – Purchase orders, Delivery goods, Credit notes, Statements, Receipts, Invoices, Revenue Working capital, Debtors, Creditors & Stakeholders Term 4 – Labour, Overheads, Marketing, Budgetary control, Hire purchase & Mortgage
Sixth Form	Year 12	1-7	Term 1 – Sole Trader, Partnership, Unlimited Liability, Limited liability & marketing opportunities Term 2 – Stakeholders , Risk, Uncertainty, Operations, public ltd company & private ltd company Term 3 – Retained profit, Working Capital, Shareholder, Investor, Interest rates and promotions Term 4- Dividends, Cash flow, ,Expansion, Assets , Credit Rating & judgement Term 5 – Target markets, Support networks, Customer Value Proposition & Contingencies



			Term 6 – Function, Complexity, Final consumer Budget & High end
	Year 13		Term 1 – Marketing communications and business proposals Term 2- Managing and leading people & developing a business proposal Term 3 – Break even and cash flow Term 4 – Suppliers, quality control and human resources Term 5 – Premises, Funding required, Workload Personal risk, Leadership & political, economical, social, technological and legal