

Painsley MAC Catholic Curriculum

"In the Catholic school . . . there is no separation between time for learning and time for formation. School subjects do not present only knowledge to be attained, but also values to be acquired and truths to be discovered. All of which demands an atmosphere characterized by the search for truth, in which competent, convinced and coherent educators, teachers of learning and of life, may be a reflection of the one Teacher." Congregation for Catholic Education (1999) *The Catholic School on the Threshold of the Third Millennium* n.14

This document seeks to support teachers in identifying and teaching the skills, dispositions and attitudes throughout the curriculum which encourage a Catholic understanding of the world.

The Catholic Virtues and Values based on the Jesuit Pupil Profile which Catholic schools in Birmingham Archdiocese seek to develop (although not exclusively) in their children are:

Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** with their gifts, becoming men and women for others.

Attentive to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices.

Compassionate towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words.

Faith-filled in their beliefs and **hopeful** for the future.

Eloquent and **truthful** in what they say of themselves, the relations between people, and the world.

Learned, finding God in all things; and **wise** in the ways they use their learning for the common good.

Curious about everything; and **active** in their engagement with the world, changing what they can for the better.

Intentional in the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set to others.

ENGLISH, MUSIC AND ART

EMA1	Analyse texts to identify where the Gospels truths, Catholic values & virtues are presented & reflected.
EMA2	Analyse texts to identify where man is trying to know and perfect both himself and the world.
EMA3	Share how literature can contribute to strengthening moral character & religious and social sense.
EMA4	Identify how spiritual knowledge, virtues and values are represented and communicated through fairy tales, fables, myths, parables, and stories.
EMA5	Recognize Christian and Western symbols and symbolism in literature and art.
EMA6	Explain how Christian and Western symbols and symbolism communicate the battle between good and evil.
EMA7	Become familiar with poems that encourage a striving for virtue and goodness.
EMA8	Identify the causes underlying why people do the things they do.
EMA9	Develops personal judgment & discernment through art and literature.
EMA10	Explain how literature assists in the ability to make judgments about what is true and what is false and to make choices based on these judgments.
EMA11	Analyse literature to identify, interpret, and assimilate the cultural inheritance handed down from previous generations.
EMA12	Identify how literature, art and music can reflect the culture of the time in which it was written to help us better understand ourselves and other cultures and times.
EMA13	Cultivate contemplation, intuition, and creativity through the study of art, music and literature.
EMA14	Analyse the author's reasoning and discover the author's intent.
EMA15	Value how literature, music and art help us to live in harmony with others.
EMA16	Value how literature can assist in interpreting and evaluating things in a truly Christian spirit.
EMA17	Share beautifully told and well-crafted works of literature, music & art, especially those with elements of unity & harmony.
EMA18	Share how literature, music & art assists in identifying, interpreting, and assimilating the cultural inheritance handed down from previous generations.
EMA19	Develop awe and wonder through the reading of creative, 'good' & morally acceptable stories, poems, and plays.
EMA20	Recognize literary characters possessing positive virtues and begin to exhibit these behaviours, values, and attitudes.
EMA21	Share how the beauty and cadence of poetry, music and art impacts human nature and informs a spiritual response.

HISTORY

H1	Demonstrate a general understanding of the "story" of humanity from creation to the present through a Catholic understanding of the world and man.
H2	Demonstrate an understanding about great figures of history by examining their lives for examples of virtue or vice.
H3	Demonstrate an understanding of the cultural inheritance provided by the Church throughout history.
H4	Describe how history begins and ends in God and how history has a religious dimension.
H5	Describe how Jesus existed in history just like we do.
H6	Describe how reading history is a way to learn about what God does for humanity.
H7	Exhibit knowledge of essential dates, persons, places, and facts relevant to the Western tradition and the Catholic Church.
H8	Explain how the central themes within the stories of important Catholic figures and saints repeat over time.
H9	Explain how beliefs about God, humanity, and material things affect behaviour.
H10	Explain the impact of sin and the role and dignity of man in God's plan.
H11	Demonstrate how history helps us predict and plan for future events using prudence and wisdom gained from previous patterns of change & knowledge of past events.
H12	Explain how historical events involving critical human experiences, especially those dealing with good and evil, help develop perspective and understanding of self and others.
H13	Identify the motivating values that have informed particular societies and how they correlate with Catholic teaching.
H14	Examine how history can assist in the acquisition of values and virtues.
H15	Select and describe beautiful artifacts from different times and cultures
H16	Exhibit an affinity for the common good and shared humanity for those who have gone before and those who will come after.
H17	Demonstrate respect and understanding of individual differences among pupils in the classroom and school community.
H18	Discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome.
H19	Justify the significance and impact of the Catholic Church throughout history.

SCIENTIFIC INCLUDING TECHNOLOGY AND GEOGRAPHY

STG1	Demonstrate care and concern at all stages of life for each human person as an image and likeness of God.
STG2	Recognise the unity of faith and reason in understanding the world and God's purpose for it.
STG3	Value the human body as created by God
STG4	Describe the relationships, order, harmony, and meaning in God's creation.
STG5	Explain how creation is an outward sign of God's love and goodness and, therefore, is "sacramental" in nature.
STG6	Give examples of the beauty evident in God's creation.
STG7	Explain conservation, preservation, overconsumption, and stewardship in relation to caring for the world God has given to us.
STG8	Describe God's relationship with man and nature.
STG9	Describe how science and technology should always be at the service of humanity and, ultimately, to God.
STG10	Recognise that science focuses on "how" things physically exist and is not designed to answer issues of meaning, the value of things, or the mysteries of the human person.
STG11	Know that the use of the scientific method to explore and understand nature differs, yet complements, questions asked in order to understand God and His works.
STG12	Analyse the false assumption that science can replace faith.
STG13	Learn about the contributions of significant Catholics to science such as Galileo, Copernicus, Mendel, and others.
STG14	Display a sense of wonder and delight about the natural universe and its beauty.
STG15	Share concern and care for the environment as a part of God's creation.
STG16	Understand that nature should not be manipulated simply at man's will or only viewed as a thing to be used, but that man must cooperate with God's plan for himself and for nature.
STG17	Accept that scientific knowledge is a call to serve and not simply a means to gain power, material prosperity, or success.

MATHEMATICS

M1	Demonstrate the mental habits of precise and accurate questioning, inquiry, and reasoning.
M2	Develop an understanding of why things are true and why they are false.
M3	Recognize the power of the human mind as both a gift from God and a reflection of Him.
M4	Understand the truths about mathematical objects that are interesting in their own right and independent of human opinions.
M5	Display a sense of wonder about mathematical relationships as well as confidence in mathematical certainty.
M6	Respond to the beauty, harmony, proportion and wholeness present in mathematics.
M7	Exhibit joy at solving difficult mathematical problems and operations.
M8	Show interest in how the mental processes in mathematics (such as order, perseverance, and logical reasoning) help us with the development of the natural virtues (such as self-discipline and fortitude).

Based on 'Catholic Curriculum Standards' produced by 'The Cardinal Newman Society' www.cardinalnewmansociety.org)