

CARE FOR CREATION

WE BELIEVE THAT CARE FOR OUR COMMON HOME IS VITAL FOR THE COMMON GOOD OF ALL PEOPLE. WE BELIEVE THAT A TRUE ECOLOGICAL APPROACH IS A SOCIAL APPROACH. WE ARE TO BE THE PROTECTORS OF CREATION AND OF ONE ANOTHER.

RELIGIOUS EDUCATION

Care for the common home was Pope Francis's first encyclical 'Laudato Si'. This vital teaching permeates KS3 with a focus on how students can care for creation at a local, national and global level. GCSE Catholic theology units start with Creation and how God made us stewards of creation.

ENGLISH

In English, students are encouraged to present to one another on topics that are important to them, including the natural world and how we can safeguard its beauty and wonder.

MATHS

Real life graphs are a particular area which helps students to appreciate data and graphs represented by the media, and look at predictions for the future. This allows them to analyse common trends related to temperature changes, emissions, global warming trends etc. At KS5, students study Statistics which further develops an understanding of data and a study of current trends. Our Year 12 students this year attended a MathsFest conference at the Royal Institution where the emphasis was on using maths for cleaning up the oceans, analysing climate change, and building an understanding of misleading statistics in these areas. As a department, we also aim to be conscientious with regards to minimising printing and reusing resources where possible.

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LEVITICUS 25:1-7

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SCIENCE

In Science we actively consider the equipment we use and the practicals we complete to try and reduce our waste and impact on the environment. We ensure that our chemicals are stored and disposed of properly. We learn about risks and hazards at the start of our Science careers and thread this through our learning continuously throughout all of the key stages and all science subjects.

In Biology we learn, and continue to revisit, the impact that humans make on the environment, for example eutrophication in KS4. In KS3 and KS4 we learn about food chains and food webs. We then look at how disruption to a food web can impact species and ecosystems. This continues in KS5.

In Chemistry we learn about The Earth and the atmosphere in KS3, looking at climate change and recycling. We continue to develop our scientific knowledge and understanding in these subjects in KS4.

In Physics we learn about different energy resources at KS3. In KS4 we revisit this and then look at energy efficiency and how to calculate and reduce wasted energy.

ART

Within all Key stages (especially KS4/5), many students explore deeper and more in-depth subject matter with often personal references and experiences. Art allows students a platform to express their personal identity, views and beliefs without being judged and accepted by all in an inclusive learning environment. Creative thinking gives the students the ability to look at the world around us and question , respect and appreciate the beauty of God's creation. All art students are encouraged to recycle,by respecting and reusing the earth's resources to create art in a sustainable way.

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COMPUTER SCIENCE

Recycling of batteries, computers, renewable energy.

Impact of technology on the environment (KS4)

In health and safety we cover the disposal of devices in poorer parts of the world and how it is unfair dumping our waste in places, such as Ghana, so that the people can make a living from recovering metals, which cause health issues for them when they extract them.

DANCE

In Dance we have schemes of work in key stage three, and topics in the GCSE specification that explore environmental issues and creation. Students may use creation within their work creating their devised choreography. Through all key stages students have an opportunity to express their views and beliefs with mutual respect from others and can look at the world around them and show an appreciation for God's creation.

DRAMA

In Drama we look through schemes of work and plays that explore environmental issues such as in KS4 when giving their stimulus for creating their devised performances. Through all key stages students have an opportunity to express their views and beliefs with mutual respect from others and can look at the world around them and show an appreciation for God's creation.

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DT

Our schemes of work across the subjects explore environmental issues and we encourage sustainability. We look at recycling in year 7 with our choice of textiles, materials used and with the impact this has on nature and the world we live in. In Year 8 and KS4 we look at 'reduce, reuse and recycle' to develop design ideas. We also look at food miles and our impact on the planet, how our choices of materials used by students in Food Tech and Design are thoughtful and to demonstrate a respect for all of God's creations.

ECONOMICS

In Economics students learn to recognise when macroeconomic policies (such as economic growth) might conflict with longer term environmental objectives. Different opinions are respectfully discussed.

GEOGRAPHY

In Geography, sustainability and stewardship are at the heart of many topics across the curriculum. Students learn in the Living World unit about the destruction of ecosystems and the need to manage these in a sustainable way. In year 9 and at GCSE students learn about the impact of climate change and how we need to both adapt and mitigate to reduce the impact of this global issue.

In the topic of fast fashion we also investigate the environmental impact of the fashion industry and students are encouraged to think about how their actions have global impacts and how we can develop our cities to live more sustainably. Students are taught that we have a responsibility to care for our common home and understand that we have an interdependence with other people and the environment.

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HEALTH AND SOCIAL CARE

The importance of our environment is covered at both KS4 and KS5. Students investigate the factors which affect individuals, for example, exposure to pollution, respiratory disorders and allergies. In all pathways, the care for all individuals is a focus especially in reference to newborn development and factors affecting health and wellbeing.

HISTORY

In History, we believe we have a responsibility to protect our world and one another. Through topics such as Exploration, Migration through time, Child Labour in the 18th and 19th centuries, Civil Rights and Life in Nazi Germany, students learn how past actions have had an impact on our world today.

MEDIA

In Media students learn about current affairs, issues and debates, including the impact of technology on the environment. Students are discouraged from printing any material as most assignments are submitted digitally and all resources are shared on Google Classroom.

MFL

At all Key Stages, MFL students discuss threats to the environment and ways to look after our planet.

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MUSIC

Studying music celebrates music from around the world – exploring different ideologies from different cultures, understanding that not only are we stewards of our local environment – but also have a duty to preserve the life and cultures of all across the world. We embrace a culture of respect for and awareness of a variety of musical forms from different times and cultures. We also explore the use of recycling in the Instruments of the Orchestra reusing everyday house objects as instruments and to shift the focus onto reusing what we have and taking care of local environments.

PHYSICAL EDUCATION

We promote caring for God's creation . Our faith is not complete if we do not believe in helping others. When we work to help others in PE whether it is in academic classes using collaborative learning in groups OR in a practical setting with KS3 and 4 classes, we are working to protect our peers and pupils. This can take the form of being kind to those who feel left out or not part of the team, being inclusive or caring for pupils who have sustained injuries in PE or sports matches.

PSYCHOLOGY

In Psychology we look at animal studies to explain human behaviour. We evaluate the use of animals in terms of ethics as the treatment of animals in research has often been questionable and the students appreciate the need to make pertinent comments on this. There has been, over the years, tightening of guidelines to acknowledge animals should be treated equally to human participants as far as possible.

SOCIOLOGY

In Sociology, environmental damage is explored as a crime against humanity that affects the most vulnerable in creation. Films such as Erin Brockovich , An Inconvenient Truth and Dark Waters are used to highlight real life cases where individuals have worked to reflect God's love for His creation.

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