

HUMAN DIGNITY

WE BELIEVE THAT EVERY PERSON IS CREATED IN GOD'S IMAGE AND THAT ALL HUMAN LIFE IS SACRED. WE BELIEVE THE DIGNITY OF EACH PERSON IS PROTECTED THROUGH THE UNDERSTANDING OF OUR RIGHTS AND RESPONSIBILITIES.

RELIGIOUS EDUCATION:

All people are made imago dei meaning every person has dignity and value which is discussed and actioned within the curriculum across all key stages.

ENGLISH:

*In English we study a range of different novels, across the key stages, by a selection of authors from different backgrounds. For example, in Y7 we study *The Other Side of Truth* to learn about the importance of human rights as the novel documents the experiences of refugees who have fled from Nigeria; the novel is set in 1995 during the reign in Nigeria of the despot General Abacha.*

MATHS:

A basic knowledge of Maths ensures students appreciate and understand the world around them, and how to function within it. In all year groups, we make each student feel valued and empowered to contribute; we create a safe space in our Maths classrooms through discussing contributions and options, and using mini-whiteboards to invite individual ideas. In class, when an incorrect answer is offered, the teacher tries to add in scaffolded questions in order to tease out misconceptions or a correct answer. Overall, we have an emphasis on problem solving and key workplace skills; this ensures students can go on to make a contribution to society, are employable and have the skill set to get a job that will afford them the dignity that comes with that.

SCIENCE:

Across all stages of Science we respect the dignity of the human body. In teaching how the human body works, we endeavour to empower the students to make informed decisions. We evaluate the social and ethical issues associated with a range of topics such as IVF treatment, the use of vaccines and monoclonal antibodies and the use of radiation to treat cancer among others.

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1 JOHN 4:7-12

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ART:

In Art we study a wide range of crafts people, artists and designers who celebrate their cultural and diverse identity within their personal artworks. Within all Key stages students draw on these influences within their work. The Art department are committed to the well-being and positive learning experiences for all, with students encouraged to research and analyse artists from various cultural and social backgrounds that relate to their idea development. This helps to build awareness that every person is created in God's image and that all human life is sacred.

COMPUTER SCIENCE:

The right for information to be shared for all – China's control of the internet.

Freedom of information act. Right for personal data to be protected GDPR (all years) Encryption (year 8 and KS4). Staying safe online and Women in STEM careers.

DANCE:

Dance provides young people with opportunities for face to face encounters while they are engaging in an activity that stirs passions. In such a context, they must learn to exercise self-control and how to manage conflicts within working in groups, giving everyone equal rights to share ideas. The schemes of work

DRAMA:

In Drama we look at the rights of all and how everyone must be respected as we are all sacred as individuals. We include schemes of work and explore plays that explore mental health and human rights understanding of everyone's rights and responsibilities. For example, through the style of verbatim theatre in KS4, where all are given a voice and an opinion. Throughout all key stages our students learn through talking on their own words and exploring their own ideas to understand others with support, kindness, and respect.

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We explore different cultures to find out where our ingredients come from, in the design and making processes and generation of ideas. Throughout the key stages, we include schemes of work that explore rights and responsibilities when sourcing ingredients and discuss where our food provenance is. Students are encouraged to research, develop questionnaires, learn from other cultures, identify cultural opinions and incorporate this into their work.

ECONOMICS:

In Economics, we discuss inequality and how this affects communities around the globe. The effects of poverty are often linked to issues such as human rights and dignity.

GEOGRAPHY:

In Geography we teach across the curriculum that all human life is sacred no matter where in the world people live. Students learn about the impact of economic development on the quality of life of people and the impact of conflict on people through the topics of global issues and changing economic world. Students are also encouraged to challenge the concept of the 'single story' when learning about places, e.g when learning about Africa and issues and challenges in world cities.

HEALTH AND SOCIAL CARE:

In Health and Social Care we believe that we are all made in the image and likeness of God and that all human life should be protected and cared for. In Unit 2 at KS5 we study 'The roles and responsibilities of people who work in health and social care settings'. This includes promoting human dignity through the implementation of the professional's code of practice. In line with The Equality Act 2010 and The Human Rights Act Also, in KS4 the main topic in Component 2 is the demonstration of care values for effective care. These values include 'preserving an individual's dignity' and 'promoting anti-discriminatory practice' ensuring there is no discrimination against any of the protected characteristics and 'empowering and promoting independence'.

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HISTORY:

In History, we believe all human life is sacred and the dignity of each person should be protected through the understanding of our rights and responsibilities. Throughout all Key Stages, through topics such as Migration through time, Empire & Enslavement, Democracy & Voting Rights, the Suffragettes, the Holocaust and the Native Peoples of America, students learn about and appreciate the vast array of different peoples, cultures, identities and beliefs that have existed in the past and that exist today. It is important that pupils realise there were people here before them, that these people, though similar to us in many ways, were also remarkably different.

MEDIA:

In Media we look at the rights and responsibilities of media consumers / citizens through the study of regulatory bodies such as Ofcom, AQA, BBFC. We also look at legislative frameworks protecting all groups such as Equality, Copyright, Defamation, and Health and Safety legislation. We study the way that a range of social groups are represented in the media and students are encouraged to question stereotypes and ideologies associated with eg. gender, race, age, etc. The course teaches students to challenge assumptions and prejudices, discussing the role that eg. unconscious bias plays in the framing and perception of minority groups.

MFL:

A Level French students examine different groups of people who are marginalised and discuss measures to help those who are at risk of social exclusion.

MUSIC:

Music has a unique opportunity to not only look at the values of the self through lyrics, but also through historical events behind the creation of an entire Genre of music. For example, we look at the history of Blues music – covering topics such as slavery, segregation – addressing that all life is precious, respect and dignity should be given to all.

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PHYSICAL EDUCATION:

PE and games relies on a rules-based system, fair play, respect and the courage, cohesion, support and goodwill of society in all its facets, including pupils, coaches and teachers. The foundational principles of PE speak to universal humanitarian values, harmony among nations (e.g. Olympics, World Champs), solidarity and fair play, the preservation of human dignity, and commitment to non-discrimination. These values have much in common with international human rights instruments, principles and standards. All our teaching units especially, sports Education in PE units of work promote all of these important attributes.

PSYCHOLOGY:

In Psychology we study Freud. Although Freud suggested a pathological aspect of religious belief, his therapy psychoanalysis was used by a Jesuit who practiced psychoanalysis in New York City in the early 1930s. His version of what Freud started was an interesting synthesis of various strands of mental healing, current at the time, and his written work shows how diverse psychoanalysis was in the early decades.

SOCIOLOGY:

In Sociology, the differentials educational achievement and criminality between social classes, gender and ethnicity are studied in depth. Discrepancies are highlighted and sociological reasons for these differences are analysed and evaluated. The value of all groups is instilled throughout each and every lesson.

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