

PARTICIPATION AND SUBSIDIARITY (THE DIGNITY OF WORK)

WE BELIEVE THAT EVERY PERSON CAN BE THE ARCHITECT OF CHANGE IN THEIR OWN LIFE AND HAS A RIGHT TO PARTICIPATE IN DECISIONS THAT AFFECT THEIR OWN LIVES.

RELIGIOUS EDUCATION:

The right and responsibility of individuals to work towards change through social action is covered not only in KS4 but within the whole school.

ENGLISH

In English, this aspect of CST permeates everything we do in our classrooms to allow students to take ownership of their learning and outcomes while learning from the different views of others. For example, students are instructed to self-assess their work to determine how well they have included success criteria in their pieces of work in order to empower them to be able to articulate how it can then be improved.

MATHS

We empower our girls to have a voice through the choices we offer them (such as Further Maths at GCSE and A-level), as well as through praise and rewards for contribution, both within and outside the classroom. In classrooms, teachers use mini-whiteboards and think-pair-share to encourage each student to participate, with students coming to the board and presenting on occasion - and a culture of having a safe space within Maths classrooms. Our Year 13 students lead the Pi Day assembly which included catholic social teaching values and how they connected to the curriculum, and older girls take up leadership opportunities such as peer mentoring in Year 10, and as Maths ambassadors in Year 12. Acting as role models, sixth form students take the initiative to present to KS4 students during sixth form taster days, and also play an active role in open events.

SCIENCE

In Science we look at how scientists from around the globe work together to bring new ideas to life. We consider peer review and how reviewing and considering the work of others can improve outcomes for all.

We consider the impact of how different approaches to the use of energy resources impact communities both locally and around the world.

We consider how decisions made in industries on a local scale can impact communities in other areas, for instance, focusing on the Chernobyl disaster.

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I DEUTERONOMY 14:28-29

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ART:

Within all Key stages in Art, CST is delivered through all artistic art processes to allow students to take ownership of their journey alongside having the confidence to listen to the views of others and celebrate diversity. Students are confident to express their opinion on their artwork, where students discuss their beliefs, feelings and values within an inclusive learning environment. With Art being a very reflective and personal curriculum for all, students are encouraged to reflect on their processes and ideas. Within their practical work this helps them to build their confidence and share knowledge in publicly expressing their ideas amongst their peer groups.

COMPUTER SCIENCE

Using social media safely and responsibly (KS3/4). Being aware of people's digital footprint. Socio-economic status as a barrier to technology (KS3/4). Peer assessing work / programs.

DANCE

In Dance participation and subsidiarity are poignant as students are encouraged to participate fully as it impacts their own learning and development, plus their peers in many topics as there is group work and collaboration. There are extracurricular activities available to all students during lunch and after school. This allows for all pupils to be involved in clubs and participate in the shaping of their own development to take wider to be shared into the community with performances.

DRAMA

In Drama we explore the ideas of everyone having their own opinions and ideas which are valued in the class. Through Drama lessons at all key stages we teach students how to devise and create their own work in groups, ensuring they are able to make collective decisions and listen to each other without one needing to be a leader. We encourage students to be reflective and provide constructive feedback to one another so they build respect as peers and they are able to grow with their personal development.

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DT

Everyone is given the opportunity to express their own ideas and opinions. We encourage our students to embrace teamwork and be reflective of others' opinions as well as on their choice of design ideas and the impact this has on others. Tasks are linked to modern technology and reflect on how we can ensure sustainability. We reflect on our materials used in all areas of Design and Technology and discuss their provenance and the impact this has on modern technology

GEOGRAPHY

In Geography students are encouraged to be active participants in their learning, working together in co-operation in paired and group tasks. Through the curriculum topics such as global issues, students learn about globalisation and impacts of fast fashion on people and the environment. Social and economic issues of urbanisation are investigated in the 'world cities' topics as well as in our study of Africa at KS3 and through the Human Geography topics for GCSE. As part of the EarthShot competition, students are able to propose sustainable changes for our school environment and community.

HEALTH AND SOCIAL CARE

Both at KS4 and KS5, a key concept running through the entire curriculum is multidisciplinary team working. Unit 5 at KS5 investigates how practitioners work together within an organisation for coordinated support, as well as multi-agency work comprising of different professionals from different health and social care services working in partnership. Within the classroom at all key stages we foster a teamwork approach, encouraging our students to work effectively and sensitively in partner and small group tasks and projects. A good example of this is our Year 8 'Step into the NHS' project.

HISTORY

In History, we believe everyone has a right to participate in the decisions that affect their own lives. We encourage students to take ownership of their learning and outcomes while learning from the different views of others.

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MEDIA

In Media students take ownership of their own learning and have control over their production coursework. They are encouraged to be creative and make the most of their individual skills. Many students who have difficulty with academic work can do very well in this area, which contributes to their overall achievement.

MFL

In KS3, Spanish students learn about Fair Trade and the importance of promoting the dignity of all workers through fair pay and working conditions.

MUSIC

Family, community and participation - We explore social and political commentary in music lyrics across various genres and show how musicians use their musical platform as a right and a duty to participate in society - which might be through organising and joining a club, seeking together a common good to be fair and that everyone's rights are respected. Regular performance and liturgical celebrations allow students to participate and celebrate their talents through performance.

PHYSICAL EDUCATION

Every human being has a fundamental right to physical education, physical activity and sport without discrimination on the basis of ethnicity, gender, sexual orientation, language, religion, political or other opinion, national or social origin, property or any other basis. The freedom to develop physical, psychological and social well-being and capabilities through these activities must be supported by Holy Cross. The diversity of physical education, physical activity and sport is a basic feature of their value and appeal. Traditional and indigenous games, dances and sports, also in their modern and emerging forms, express the world's rich cultural heritage and must be protected and promoted. Extra-curricular clubs at lunchtime and after school play an integral role in the daily routine of our pupils with maximum opportunity to participate.

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PSYCHOLOGY

In Psychology, students work both independently and in small groups and always treat each other with respect. Over the duration of the course they are encouraged to develop a confidence and belief in their own opinions and work so they are able to contribute to lessons without distress. If students feel unable to contribute then we acknowledge that but allow them to contribute in different ways, such as holding up answers on mini whiteboards so as to be inclusive.

SOCIOLOGY

In Sociology, students explore the importance of fairness at work through a study of the Marxists perspective on exploitation, the Equal Pay Act for women and the unique time of childhood as a time to learn and not be expected to work as in Victorian Britain. Students also explore how for some, crime is a response to these inequalities.

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