

# PEACE

WE BELIEVE THAT PEACE IS THE ULTIMATE GOAL BETWEEN ALL COMMUNITIES AND THAT THIS IS ACHIEVED BY FORGIVENESS, RECONCILIATION AND UNDERSTANDING.

## RELIGIOUS EDUCATION

*Jesus teaches that it is our responsibility and duty to forgive. We cover forgiveness and reconciliation throughout KS3 focusing not only on Bible teachings but in how it relates to students today. The sacrament is reconciliation offered to the whole school at various key points in the liturgical year. The sacraments are studied throughout KS3 and KS4.*

## ENGLISH

*In English, we study a range of poems within the KS4 AQA Anthology of poetry including the Power and Conflict cluster which documents the experience of war and other conflicts and means of resolution.*

## MATHS

*Our Maths classrooms are a safe space - and strong relationships between teachers and students is something we pride ourselves on. Our teachers carry the same class on from year 7 onwards, and really get to know their students well. We appreciate that some students find Maths challenging, and we are considerate and kind in our approach to all students, catering to students with special needs as well as building an atmosphere where all feel welcome, supported and encouraged. Peace as a concept is taught through an understanding and tolerance of other people's views. As a teaching strategy in Maths, we are tolerant of differing ways of reasoning and often build understanding through using class discussions to tackle mathematical problems; we value students finding varying strategies to come to the same solution. We also promote Maths as a tool to inspire and bring about peace through social equality.*

## SCIENCE

*In Science, we study pollution, waste management, and land uses. Students are therefore able to enjoy the environment and the peace given by God. We also study the human's impact on the environment and other organisms. Students are encouraged to consider the effects of human's activities on biodiversity and possible remediations. Understanding the similarities between smallest and biggest things-atoms and solar systems in the universe can help students appreciate the importance of scientific research in developing technologies that improve our lives while being mindful of the impact on the environment and other people. Students are encouraged to accept different points of view from other people. In the topic of land use, students investigate the environmental impact of land use and students should be able to find a balance between habitat protection and food production.*

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ROMANS 12: 9-18

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## ART

*In Art at all Key stages, through discussion we encourage peacebuilding and knowledge to question boundaries. Art within the curriculum is considered a universal language and therefore an ideal resource to understand the perspectives of others. Art within all key stages can also directly nurture a peace process by providing a voice to all students and teaching the ability to listen. The use of art can be strategic, particularly during negotiations and mediation processes when visual communication can be used as a vehicle to help students reach a peaceful and resolved solution.*

## COMPUTER SCIENCE

*Using social media safely, effectively and responsibly (KS3/4)  
The use of technology in wars and conflict including WW2 and code breaking.*

## DANCE

*In Dance we strive for a peaceful environment for all students to grow and flourish. This promotes students' understanding for one another particularly for those who might need additional support and consideration.*

## DRAMA

*In Drama In Year 9 & at GCSE we explore plays such as 'An Inspector Calls' focusing on the class system, change in society and how the future generation are willing to accept their decisions and changes for the better. These plays make the audience question who is ultimately responsible for society and taking responsibility for one's actions and being part of a peaceful environment for the future.*

## DT

*We use our school logo in our design ideas to focus on peace and what this means to us, where our materials come from and where our actions can impact society and encourage us to create a peaceful environment. We encourage our students to reflect and make better choices in their design ideas across the subjects at Design and Technology . Students work in groups and are consistently encouraged to care for the thoughts of others, work as a team and resolve any situations where there are different opinions.*

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## ECONOMICS

*In Economics we discuss the devastating effects of war when learning about issues such as Autarky and the 'weaponisation' of supply chains. In Game Theory we learn about the long term implications of cooperation versus retaliation.*

## GEOGRAPHY

*In Geography students are encouraged to consider other peoples' opinions and be respectful of others' views. Additionally students study the geography of conflict and impacts of our actions on others.*

## HEALTH AND SOCIAL CARE

*We examine the ethical issues involved when providing care and support to meet individual needs. The ethical working includes respecting the basic values and principles that underpin practice as well as the moral questions. This leads to the importance of managing conflicts and conflicts of interest.*

## HISTORY

*In History, we believe that peace can be achieved by forgiveness, reconciliation and understanding. We discuss the effectiveness of protest, the devastating effects of war and the means of resolution through key events in the past as well as the impact of conflict on the world today.*

## MEDIA

*In Media we foster tolerance for all people regardless of their identity, be it gender, race, etc. We achieve this by studying texts from different cultures and times, including their historical, social, cultural, economic and political contexts. Diversity and individualism are celebrated through the students' creative work.*

## MFL

*A Level Spanish students learn about dictatorships in Latin America, specifically Panama, Chile and Argentina. They also discuss the effectiveness of protests and what their vision of an ideal society would be.*

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## MUSIC

*Studying the difference between different cultures and music pupils are taught descriptive language skills, allowing them to empathise and identify compassionally with different feelings and emotions.*

## PHYSICAL EDUCATION

*Disputes are a reality in life and friendship conflicts often arise when our young people are growing up and developing maturity. Conflict resolution is promoted in PE. This can take the shape of the discussion of following the rules, treating others with respect and ensuring our pupils are inclusive and treat each other with kindness. This promotes students' understanding for one another particularly for those who might need additional support and consideration. Without promoting peace and reconciliation there can not be justice. Group work which is task orientated and competitive games in PE allows pupils to apply this foundation of Catholic Social teaching.*

## PSYCHOLOGY

*In Psychology we study Humanistic Psychology which promotes optimism rather than helplessness, signatures strengths rather than pathology, and growth in happiness. Humanistic psychology has contributed to spirituality in a psychologised way.*

## SOCIOLOGY

*In Sociology, an exploration of Conflict Theories and religious and secular fundamentalism allows students to explore sources of fear within society and how this can be overcome through governmental policy. The importance of living peacefully in order to fully grow echoes the teachings of St Augustine on what it means to be fully human.*

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