

PREFERENTIAL OPTION FOR THE POOR

WE BELIEVE IN PRIORITISING THE WOMEN, MEN AND CHILDREN MOST VULNERABLE TO EXTREME POVERTY AND INJUSTICE.

RELIGIOUS EDUCATION

In Religious Education CAFOD is studied within every year group within KS3. This charity focuses on the poor and how they should be put first. The preferential option for the poor is specifically covered in GCSE within the Human Rights and Social justice unit.

ENGLISH

In English we study literature from the nineteenth century at every key stage and this involves the crucial exploration of the historical, social and literary context. Students are therefore able to consider how the texts are a form of social criticism, often highlighting society's ills and how care for the vulnerable can be improved for the better.

MATHS

Understanding finances and money allows students to be financially responsible. This gives them a firm grounding in appreciating how to manage their financial resources, through understanding concepts such as best buys, value for money, simple and compound interest, growth of investments, percentages, etc.

SCIENCE

In Science we recognise that understanding finances and money allows people to be financially responsible. This gives them a firm grounding in appreciating how to manage financial resources fairly. We examine and appreciate work by the WHO and other organisations in understanding disease and vaccination and nutrition throughout the world. We understand that the work of scientists for example CERN is shared for people to use regardless of financial background. We learn about the use of the world's resources and its impact on the poorest people and examine options which could alleviate this including genetic engineering, cloning, and different energy options.

ART

Within all Key Stages in Art, all internal and external opportunities including trips etc which contribute to a student's artistic and social development are supported regardless of disposition. By delivering external competitions and day trips, allows all students to participate and joyfully share new experiences together. As a department we promote sustainability, teaching the students to respect, share and recycle pre-used resources.

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COMPUTER SCIENCE

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. (KS3/4)

DANCE

In Dance across all key stages, all internal and external opportunities including trips and workshops which contribute to a student's artistic and social development are supported regardless of disposition. Experiencing extra opportunities together, allows all students to participate and joyfully share new experiences with one another. Additionally, there is a big emphasis on making dance available for all to experience through showcases and videos in lessons, to give opportunities to those who might not get these opportunities outside of school. In Year 9 we study different musicals such 'Hairspray' and 'Legally Blonde' which explore discrimination. Both shows focus on how the characters are treated differently due to their place in society.

DRAMA

In Drama we study different themes and explore plays which may look at poverty and discrimination. In year 7 we focus on the play 'The Terrible Fate of Humpty Dumpty' and how each person is different and will have a different lifestyle in their homelife. In Year 9 we look at different musicals which look at discrimination such as 'Hairspray' and 'Legally Blonde' where both shows focus on how the characters are treated differently due to either their race or their place in society.

DT

In Design and Technology we look at our sourced materials, their history in society and the impact this has on our moral choices. In year 7 we focus on sustainability and being healthy, how food poverty and different lifestyles have an impact on our choices in school and home life. This carries on throughout the key stages. We look at how society is and reflect on our own fortunes and how we can help those less fortunate through food banks and charity.

ECONOMICS

In Economics, poverty case studies and aid programmes are often linked to human rights and dignity. We also discuss inequality and how this affects communities around the globe.

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GEOGRAPHY

In Geography poverty is considered in the context of LIC, NEE, HIC, relationship between countries, responsibility of wealthier more developed countries to those poorer nations to bridge the development gap. Students also consider how other people live across the world, e.g in Dharavi, Kibera, Rio de Janeiro and Makoko.

HEALTH AND SOCIAL CARE

KS4 content includes how economic factors impact an individual's health and well-being. Discussion on this topic opens with the question 'Can money buy happiness?' We look at the significance of individuals who have a low wage or are unemployed and the fact that they and their children may live in relative poverty. This may then lead to a detrimental influence on their physical, intellectual, emotional and social development. Protection of the vulnerable members of our society, especially those who are unable to work and the elderly. At KS5.

HISTORY

In History, we believe in prioritising the most vulnerable in society. Through topics such as 19th century working and living conditions and Health & the People through time, students appreciate how care for the vulnerable has been improved for the better through intervention, for example from 19th century government laws to the Liberal Social reforms to the creation of the NHS and a Welfare State.

MEDIA

In Media we stress the importance of respect for all people, particularly minority groups who have historically suffered discrimination and prejudice. These groups include women and other vulnerable groups who are underrepresented in the media. We study both contemporary and historical texts, discussing the messages, values and ideologies circulating at the time of production.

MFL

In MFL, students in KS4 learn to discuss social issues such as poverty and homelessness and the importance of doing charity and volunteer work.

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MUSIC

We look at Reggae Music through Bob Marley (his life as a poor street child), the origins of Blues and the poverty experienced by those living in slavery. Pupils begin to and build a lifelong appreciation of music and the opportunities it offers them to become culturally engaged and expressive citizens of our world.

PHYSICAL EDUCATION

Every human being must have the opportunity to attain a level of achievement through physical education, physical activity and sport which corresponds to their capabilities and interest. PE and extra curricular clubs are organised, taught and resourced at Holy Cross so ALL pupils can participate without financial burden to their families. This includes providing kit, transport and removal of fees at all year group levels. PE can make distinct contributions towards a wide range of benefits to individuals, families, communities and society at large so it is important that we continue to offer equal opportunities to our families in lower socio-economic circumstances.

PSYCHOLOGY

In Psychology we look at research and the people who participate in the studies. As part of an evaluation we look at whether the participants are reflective of the general population. For example in the topic of Attachment, there is a particular study that used working class participants. Students have to identify aspects of working class culture and how that might affect the bonds they form with their infants. We also examine whether culture, for example those who live in poverty or drought, could affect their mental health.

SOCIOLOGY

In Sociology, the negative impact of material deprivation on education, the family and criminals within society are studied to highlight the serious consequences of the uneven distribution of wealth and the cycle of poverty that this creates within the UK.

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