

SOLIDARITY

WE BELIEVE WE ARE ONE HUMAN FAMILY AND HAVE A RESPONSIBILITY TO HELP EACH PERSON ACHIEVE THEIR FULL POTENTIAL.

RELIGIOUS EDUCATION

Standing with each other to reflect Jesus' commandment to Love one another. We study other faiths throughout KS3 and KS4 to enable each person to understand their own and other faiths and traditions: examples include The study of Judaism, Islam and The Dharmic religions, (The human family is integral to Catholic life including the Sacrament of marriage, marriage and relationships)

ENGLISH

In English students receive feedback from their teachers, however they are also empowered to self and peer-assess each other's work in order to learn from each and take ownership of their learning.

MATHS

Our students actively support each other in their mathematical learning - we offer Maths pod lunchtime clinics where older students (year 10s) help younger KS3 students to achieve their potential, and Year 12s help mentor KS4 students. We also offer regular intervention sessions to help each student achieve their potential. Within classrooms, think-pair-share activities and collaborative working is the norm where students readily work together.

SCIENCE

In Science we understand the importance of teamwork in the classroom when working together to complete practical tasks.

We study farming techniques, looking at how sustainable methods must be found to feed all people on Earth. We discuss the idea that some people have ethical objections to some modern intensive farming methods.

In many areas of Science we consider how decisions made in one area can affect those much further afield and how we can lessen the impact of this.

ART

In all Key stages in Art students receive feedback from their teachers, and are also empowered to self and peer-assess each other's work in order to learn from each other. Students take ownership of their learning within an inclusive and supportive environment, taking responsibility to help themselves and others to achieve everyone's full potential. In Key Stage 3 students create a collaborative artwork to celebrate diversity of identities.

"GOD BLESSED ISRAEL SO THAT ALL NATIONS WOULD BE BLESSED THROUGH IT." GENESIS 12:1-3

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COMPUTER SCIENCE

Access to the internet as a human right (KS3)

Socio-economic status as a barrier to technology (KS4)

DANCE

In Dance discussion around the importance, link to all elements of sport participation even individual events.

DRAMA

In Drama across all key stages, we study themes of discrimination and how all humans should live a free life, free from hatred through exploring a selection of topics and theatre styles, for example in Year 9 through the selection of musicals to explore and discover spiritual, moral, and cultural awareness.

DT

Across the different design subjects we look at fair trade and incorporate this into our individual choice of material used. Students are tasked with exploring spiritual, moral and cultural awareness and the influence this has on our outcomes of the products we design and make.

ECONOMICS

In Economics students are encouraged to provide constructive feedback to each other's work and appreciate different perspectives and opinions. This is especially important on normative issues such as national debt, intergenerational equity and income redistribution.

GEOGRAPHY

In Geography students are encouraged to consider how other people are affected by global events and inequalities, for example; the human impact of natural disasters, fast fashion and globalisation, impact of rapid urbanisation. Students are encouraged to consider how they feel about the inequalities and how these inequalities can be changed to enable all people to live life to their fullest.

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HEALTH AND SOCIAL CARE

At KS3 we deliver Health Studies to all of our students, covering a range of pertinent topics reflecting their own life experiences. In Year 9 they learn emergency first aid skills, including CPR, the recovery position and treatment of life-threatening conditions. This is followed by the topic "The Bystander Effect" and introduced through the parable of The Good Samaritan (Luke 10: 25-37)

HISTORY

In History, we believe we have a responsibility to help each other achieve our full potential. Students develop transferable skills that will support them in other curriculum areas and in later life, enabling them to become lifelong learners. Students consider how various people through time have been affected by key historic events and inequalities, for example; the consequences of the Black Death, the impact of rapid urbanisation during the Industrial Revolution and the influence of the campaign for Women's Rights. Students are encouraged to consider how they feel about the inequalities and how these inequalities have been challenged and changed.

MEDIA

In Media students are encouraged to learn from each other and give constructive feedback when they create products and analyse media texts such as films, TV shows, adverts, etc.

MFL

A Level French and Spanish students discuss women in the world of work, male chauvinism and the role of feminism and also learn to talk about the rights of LGBTQ+ people.

MUSIC

Across all key stages, we study themes of discrimination and how all humans should live a free life, free from hatred through exploring a selection of topics, for example as mentioned before Blues, but also Reggae Music – music calling us all to work together and make the world a better place.

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PHYSICAL EDUCATION

Teamwork and team spirit should be promoted so that we work together in a cooperative and collaborative way. Sports teams, sports clubs and inter house sports promotes this mantra and is supported by Holy Cross. We celebrate 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.

PSYCHOLOGY

In Psychology we study culture and gender bias of psychological theories and research. Students learn about intrinsic differences in people but how ultimately the differences are what make people unique and can be celebrated.

SOCIOLOGY

In Sociology, the experiences of all groups are considered. Within the Beliefs module religious groups are not discussed as separate entities but as a collective group of people with a substantive understanding of God. Religious beliefs and practices are examined as a whole thereby creating a sense of the oneness of a community of believers.

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