

THE COMMON GOOD

WE BELIEVE IN WORKING TOWARDS THE COMMON GOOD AND
LOOKING BEYOND OUR PERSONAL INTERESTS.

RELIGIOUS EDUCATION

In Religious Education we encourage our pupils to participate in activities and fundraising events that will help and raise awareness for others. Students are taught ways to stand up for injustices within the world and show how we need to work collectively for the common good. At KS4 Kingdom of God values are specifically studied.

ENGLISH

In English key texts such as An Inspector Calls allow students to explore how the selfish needs of the individual can negatively impact others. Students read the text within their classrooms as well as enjoying performance of the play where they can appreciate how the actions of an individual can have a ripple effect.

MATHS

In Maths classrooms, we encourage students to support the learning of their peers via think-pair-share, peer assessment and collaborative learning. In Maths pod, Year 10 Maths prefects support KS3 students, and year 12 Maths ambassadors assist KS4 students with their learning.

We build a culture of female empowerment, encouraging women to take up STEM careers - and aiming to be an aspirational Maths department. For instance, Further Maths is offered at A-level and GCSE, and we offer enrichment events such as Count on Us Maths challenge, games and puzzles club, UKMT challenges, Maths Olympiad for Girls as well as career initiatives such as Maths4Girls speakers in Year 9, trips to Bletchley Park and the British museum - and the MathsFest conference for Year 12. We believe female representation in STEM careers ensures equality in the scientific community which benefits not only women but society as a whole.

SCIENCE

In Science students acquire the basic knowledge they need to make informed decisions on matters affecting themselves, their families, their community and the whole planet. Some of the topics covered are advantages and disadvantages of renewable and non-renewable energy sources, recycling, how to protect ourselves from diseases, effects of an unbalanced diet, smoking, alcohol and drugs on health. In addition we are promoting the passion for knowledge and research, encouraging students through discussions, school visits, and external speakers, to follow careers that would benefit others, such as fusion research, engineering, medical science, pharmaceutical careers.

Extra curricular activities and our annual Science week celebration bring the community together and encourage students to participate in wider community events.

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ART

Within Key Stage 3 students work collaboratively on outcomes contributing to the pupils social development, encouraging numerous students to participate in whole school incentives. By delivering the annual Big Draw-helps to raise awareness of wider world global issues including pollution and conflict. Extra-curricular opportunities through all key stages allow students to participate in wider community events, often fundraising and raising awareness for the common good. Students celebrate the diversity of artists both in the past and today by appreciating different peoples regardless of nationality, ethnicity, gender, sexual orientation, age, identity, culture, background or ability.

COMPUTER SCIENCE

Using computers safely - Y7, H & S - Y8, wearable tech - Y10 and several aspects at GCSE for Y10 and Y11

DANCE

All students deserve the right to explore Dance, without any discrimination. Across all key stages, students are required to work in groups in most lessons and also for practical assessments, therefore an environment is created which enables every single person to participate within a safe and inspirational setting. We create this atmosphere to help students learn how to work together across their differences, each of them respecting one another and taking responsibility for their actions within the working space, and teach them that we need each other to improve and grow.

DRAMA

In Drama across all key stages the students are required to work in groups in most lessons and also for practical assessments, therefore an environment is created which enables every single person to participate within a safe and inspirational environment. We create this atmosphere to help students learn how to work together across their differences, each of them respecting one another and taking responsibility for their actions within the working space, and teach them that we need each other to improve and grow.

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DT

In all key stages we set design and making tasks that require our students to work with others for practical tasks. We encourage all students to participate and gain inspiration from each other and the environment they are working in. We are creating a space where students respect, learn and develop from each other whilst respecting their own individual opinions, with an outcome of growth and independence.

ECONOMICS

In Economics we discuss concepts such as 'externalities' and 'tragedy of the commons'. These topics explore how individualistic and selfish behaviour may be 'suboptimal' for society and its use of our scarce resources.

GEOGRAPHY

In Geography there is a focus on sustainability and environmental benefits of sustainable living. Students are encouraged to think of their role in the world as part of a global community and how we collectively work to achieve outcomes for everyone that cannot be achieved by the individual alone e.g in our learning about bridging the development gap and climate change. Geography promotes the common good through learning about the activities of government, e.g. through the organisation of land use, and evaluating why the state intervenes with different responses to similar problems.

HEALTH AND SOCIAL CARE

Balancing services and resources

Ethical theories, such as Consequentialism and Deontology (stick to your obligations and duties to a person or society when making a decision because this is ethically correct. It focuses on the intentions rather than the outcomes.

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HISTORY

In History, we believe we have a responsibility to look beyond our own interests. History helps provide understanding of identity: how different individuals and groups have interacted with and contributed to larger historical change. Students celebrate the diversity of those both in the past and today by appreciating different peoples regardless of nationality, ethnicity, gender, sexual orientation, age, identity, culture, background or ability and this will help everyone in our community feel represented, valued and welcomed to create a better world for all.

MEDIA

In Media students are encouraged to share their expertise and help each other, particularly when it comes to their productions, which is an area some students have difficulty with. In this way they all work towards the common good and make sure that no one is left behind.

MFL

A Level French students consider the benefits of living in an ethnically diverse society, the need for respect for diversity and how we can promote diversity to create a better world for all.

MUSIC

For many, music is a safe space. In order to flourish, we work hard to cultivate an environment where all can feel free to work together and express themselves. Students work in groups where all are able to be themselves, engage with every task and celebrate their differences. Music is also a key part of collective worship at this school through singing in assemblies and in liturgical events.



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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 offered. As the only area of school curricula concerned with developing students' competence and confidence in sport and physical activity, physical education provides a learning gateway for the skills, attitudes and knowledge necessary for lifelong physical activity and sport; quality and inclusive physical education classes, taught by qualified physical education teachers, is mandatory at Holy Cross.

PSYCHOLOGY

In Psychology we study psychopathology. Mental illness is not often addressed by the Church, but Jesus calls his followers to recognise those who are suffering and to accompany them on their journey. This shows the compassion of the church to include everyone who is struggling and needs thoughts and prayers.

SOCIOLOGY

In Sociology, the theory of Functionalism, the concept of the "Organic Analogy" presents society as a body made of many parts or institutions that work together to create harmony within society. Students are made aware that for Christians, Christ is the head of this body



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