

Bradford's City Park - Cross-curriculum Dimensions

The cross-curriculum dimensions provide important unifying areas of learning that help young people make sense of the world and give education relevance and authenticity. They reflect the major ideas and challenges that face individuals and society. The City Park development offers an excellent opportunity for cross-curriculum learning.

Cross-curriculum Dimensions	Through this dimension young people learn to:
Identity and Cultural Diversity	<ul style="list-style-type: none"> ➤ critically reflect on the shared and diverse values in society ➤ develop their own sense of belonging and self-esteem ➤ recognise the value of diversity within and between identities, groups and communities ➤ understand the multiple and shared identities, beliefs, cultures, traditions and histories of the people in the UK, and recognise that these have shaped and continue to shape life here ➤ understand the importance of human rights and the consequences of intolerance and discrimination, and know how to challenge these ➤ understand the need for everyone living in a democracy to participate in decision-making ➤ understand the factors that influence and change places, communities and wider society, such as migrations, economic inequality and conflicts ➤ recognise the UK's changing relationship and interconnections with the rest of the world
Healthy Lifestyles	<ul style="list-style-type: none"> ➤ understand the characteristics of a healthy lifestyle, such as healthy eating and regular exercise ➤ discuss sensitive and personal issues such as sex, drugs and relationships in an informed way and offer informed advice to others ➤ understand the consequences of the choices they make and that healthy lifestyle choices can contribute to physical, social and mental wellbeing ➤ develop the self-respect and confidence to make responsible, informed and healthy choices about their lives ➤ develop and maintain positive relationships with a wide range of people in a variety of settings, including work, home and the wider community.
Community Participation	<ul style="list-style-type: none"> ➤ investigate the concept of community and those communities they belong to ➤ identify the diverse interests, priorities and concerns that communities have and how these can be balanced ➤ understand the importance of acting together in their communities to bring about improvements and strengthen community pride ➤ evaluate the rights and responsibilities of people and groups within communities and in the context of the issues they are taking action on ➤ identify individuals, groups and organisations within communities that can assist with bringing about or resisting change ➤ examine how sustainable communities evolve, change and diversify over time ➤ recognise the value of diversity and expertise within their communities ➤ critically reflect upon the impact of people's actions on communities
Enterprise	<ul style="list-style-type: none"> ➤ be innovative and work creatively with others to solve problems work beyond their comfort zones, developing a 'can do' attitude ➤ develop a positive view of risk-taking, learning from mistakes ➤ make decisions, show leadership, manage risks and present to others ➤ take on new challenges, develop self-reliance, be open-minded, show respect for evidence, ➤ be pragmatic and committed to making a difference ➤ be adaptable, flexible and creative, develop confidence, initiative and autonomy, show

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	<ul style="list-style-type: none"> ➤ perseverance, determination and the drive to make things happen ➤ reflect on what they have learnt and articulate how they have developed and demonstrated ➤ enterprise capability and why these skills and qualities are important for their future.
Technology and the Media	<ul style="list-style-type: none"> ➤ use and manage information effectively, learning to question the authenticity, accuracy and reliability of the information they encounter ➤ use technology confidently and productively to find things out, try things out, develop and present ideas, and communicate with local and global audiences ➤ read, deconstruct and critically evaluate different types of media, including news, advertising images, documentary, film and podcasts ➤ reflect on the role of the media in society and its ability to inform, influence and entertain ➤ consider the relationship between reality and the world portrayed by the media, become authors of content for different types of media ➤ adapt to the changing nature of technologies and media ➤ use technology safely and responsibly.
Global Dimension and Sustainable Development	<ul style="list-style-type: none"> ➤ explore their own place within a changing world ➤ communicate with people from a range of countries and cultures ➤ develop self-awareness and a positive attitude to difference ➤ argue a case on behalf of themselves and others ➤ understand long term global challenges including climate change, conflict and development and how these issues impact on and change society ➤ reflect on the consequences of their own actions and take account of the needs of present and future generations in the choices they make ➤ think imaginatively about what individuals can do to develop a more informed society and sustainable future ➤ discover routes to influence others, as agents of change.
Creativity and Critical Thinking	<ul style="list-style-type: none"> ➤ think and act creatively, using their imagination to explore the unfamiliar and make unlikely connections ➤ think critically, exploring, developing, evaluating and making choices about their own and others' ideas ➤ express and pursue original ideas with purpose and persistence take risks, improvise and make the most of the unexpected ➤ collaborate with other learners through negotiation, modification and compromise ➤ refine, modify and develop ideas, work, performances or products to ensure they are of real value.