



## Discovery Primary school

### Global Citizenship/learning Policy

#### **Purpose:**

The purpose of this policy is to describe our practice in Global Citizenship and the principles upon which this is based.

#### **Aims:**

Discovery Primary school recognises the importance of global issues in an increasingly international worldwide community. Through the inclusion of international focus and global citizenship, we aim to offer our pupils a range of experiences that will enhance their learning and raise their awareness of their national and international identity. This global dimension to our learning is reflected in the attitudes and values of our children, our staff and our school community. Both within and beyond the curriculum, we aim to:

- Raise awareness and celebrate cultural diversity throughout our school and the world
- Foster and promote tolerance and understanding
- Develop curiosity and understanding of other cultures
- Explore global dimensions, particularly focussing on similarities and differences between cultures and countries, and celebrating these
- Create contacts with the international world
- Provide pupils with the opportunity to meet people from other cultures and countries
- Promote pupils' knowledge and understanding of the global community, in order to create Global Citizens
- Maintain and enhance International School Award status

#### **Equal Opportunities:**

Discovery Primary School is committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability. Discovery Primary School actively promotes British Values and supports the Prevent duty throughout its teaching and learning, inclusive of this policy.

#### **Consultation:**

This policy was written by Laura Matthews, subject leader for Global Citizenship, in consultation with:

- Teaching staff
- Parents - via the school website
- Governors - full governing body meeting

## **Sources and references:**

- The Prevent duty - Department for Education

## **Planning:**

Discovery Primary School practises an embedded approach to the teaching of Global Citizenship across the curriculum. Throughout the teaching of Foundation and Core subjects, pupils in each year group are provided with the opportunity to explore and develop their understanding of a range of different cultural and international issues. The teaching of Global Citizenship topics and themes is monitored by the Global Citizenship subject leader to ensure coverage of a range global issues across the curriculum and throughout all year groups. The overview of this coverage is monitored and reviewed by the subject leader, as well as in discussion with class teachers.

In addition to this, the subject leader organises whole-school events related to the development of Global Citizenship throughout the school community, focussing, in particular, on developing awareness of international festivals, days of international importance and engagement with international issues. These events aim to broaden and deepen pupils' understanding of our global community, whilst providing rich experiences of a range of cultures, countries and lifestyles. The teaching of Global Citizenship is also closely linked with our British Values and Equal Opportunities.

## **Teaching:**

The teaching of Global Citizenship at Discovery Primary School provides many cross-curricular links and promotes key learning skills to enhance learning across the curriculum.

In particular, Global Citizenship links with our policy for PSHE, in developing respect and understanding of a diverse range of people and cultures. Pupils foster their understanding of their place in the local and wider global community, as well as understanding how to develop their role as a global citizen beyond the school community. The skills practised within Global Citizenship learning also support the teaching of English, through development of reading, writing, speaking and listening to discuss and share learning.

Pupils also develop their Geographical reasoning skills, in identifying locations and comparing the culture and heritage of other countries and communities to our own. Music comprises part of this cultural understanding and pupils are provided with opportunities to share in the music and arts of other global communities. The use of ICT is an integral part of Global Citizenship, in particular to communicate and make links with people and other countries via the internet, email and video-conferencing, as well as to research and develop knowledge of these countries and cultures.

**Organisation:**

Global Citizenship is embedded across the KS1 and KS2 curriculum, within a range of subject areas. In addition to this, whole-school events are organised to complement and enhance this teaching throughout the school year.

**Homework /parent partnership:**

Although formal homework is not usually set for our learning in Global Citizenship, pupils are encouraged to develop their understanding of global issues through links with topic work and independent research. It is the hope and aim of teaching that pupils will enjoy their journey to becoming Global Citizens and will learn to perceive themselves as citizens of the world. Parents are encouraged to participate in their child's learning and are invited to share in our global community, both through parent partnership and involvement in school activities related to global learning.

**Resources:**

A central store of global resources is provided for the teaching of Global Citizenship and this is maintained by the subject leader. All year groups have access to a range of reading and research materials related to Global Citizenship and are provided with materials suited to embedded, global aspects of their curriculum areas. A store of resources related to whole-school celebration days is also maintained by the subject leader and this is periodically refreshed to suit the changing needs of our global community and pupils' learning.

**Assessment:**

Assessment of pupil progress and understanding of Global Citizenship issues will primarily be maintained by teachers' informal observations during lessons. Work produced in embedded topics relating to Global Citizenship will also be used to form part of pupil assessment, whether in Foundation subjects or elsewhere within the National Curriculum. These topic areas are detailed in the school's subject overview. A cross-section of work will be placed in the Global Citizenship portfolio to demonstrate coverage and progress across all year groups.

**Monitoring and evaluation:**

The governor with responsibility for Global Citizenship is primarily responsible for monitoring the implementation of this policy. This will be through annual discussion with the subject leader and consideration of the evidence included in the subject leader portfolio. The governor will report on this to the curriculum committee annually. The work of the subject leader will also be subject to review by the head teacher as part of our performance management arrangements.

**Other documents and appendices:**

The Global Citizenship policy should be read in conjunction with the 2014 National Curriculum and our policies for:

- British Values
- SEN policy
- Equal opportunities

**Governor approval and review dates:**

This policy as approved by the full governing body in March 2016. It is due for review in Spring 2018.