

## Nene Valley Primary School

### Global Dimension Policy

#### **Introduction**

We believe that acquiring understanding and expertise in the Global Dimension in education will enhance the whole curriculum, through the wider horizons and fresh insights gained by both staff and pupils

#### **Rationale**

The school plays a vital role in preparing pupils for global citizenship. The promotion of the Global Dimension in all aspects of the curriculum will assist in removing barriers between cultures; encourage openness and positive communication between individuals and groups.

#### **Aims**

By adopting this policy, we aim to:

- Develop the 8 key concepts of the Global Dimension: Global Citizenship, Diversity, Human Rights, Interdependence, Conflict Resolution, Social Justice, Values and Perceptions and Sustainable Development.
- Promote an interest and curiosity about the wider world and a sense of Global identity.
- Encourage a respect and an understanding of other cultures, heritage and multilingualism.
- Enable children to have linguistic, artistic and cultural experiences of a range of cultures other than their own.
- Encourage understanding of the value of speaking and learning languages and an awareness of the benefits gained.
- Provide opportunities for direct involvement with children from other countries.
- Provide opportunities for involvement of the local community and educational services in promoting global links.

#### **Objectives**

- To integrate the Global Dimension into the whole curriculum by raising staff awareness of appropriate curriculum links.
- To provide experience using a variety of media, which facilitate understanding of current developments, including magazines, newspapers, videos, Internet etc.
- To identify a member of staff with responsibility for leading and supporting the work of staff in developing the Global Dimension.
- To develop an awareness of similarities and differences in lifestyle and culture in a range of countries.
- To make contact with citizens of other countries through class links, visits and working with foreign nationals in the classroom.

#### **Role of the Global Dimension Leader**

- To raise awareness of the Global Dimension throughout the school
- To audit the current curriculum and identify further opportunities to develop the Global Dimension across the Key Stages
- To plan for the Global Dimension by liaising with all staff
- To gather European and global resources of all kinds and make these available to staff and children
- To maintain resources to promote the Global Dimension

- To organise display initiatives for the *Global Dimension*
- To monitor and support new opportunities, links and exchanges
- To be aware of the LA and other national initiatives to promote the *Global Dimension*.
- To maintain a portfolio of work and other items both as a future resource and for the *British Council International Schools Award*

### **Role of the Class Teacher**

- To ensure the acquisition of knowledge and progression on issues taught in the *Global Dimension*.
- To develop and update skills, knowledge and understanding in the *Global Dimension*.
- To identify personal Inset needs in the *Global Dimension* and take advantage of training opportunities.
- To keep appropriate ongoing records.
- To plan effectively for the *Global Dimension*, liaising with leader when necessary.

### **Parental Involvement**

At Nene Valley Primary School we encourage parents to be involved by:

- Inviting parents to curriculum evenings or circulating information via newsletters and other means when significant changes have been made / are made to the *Global Dimension* curriculum.
- Identifying and encouraging parents and other members of the local community who have an interest in and knowledge of other cultures to help in the classroom or provide information by other means.

### **Governing Body**

At Nene Valley Primary School the *Global Dimension* leader reports back to the governor's Learning Committee on a regular basis.

### **Resources**

The school will make full use of:

- Libraries, Multi-cultural Centre (Cromwell Road), the local community and appropriate external organisations, such as the Harambee Centre and European Resource Centre for gathering resources of all kinds and making them available to staff and pupils.
- Local Authority, particularly Cambridgeshire LA, for support, information and guidance.
- Parents and children's language and culture as a resource upon which we draw

### **Assessment, monitoring, recording and reporting**

Success will be judged by:

- The motivation and interest displayed by the pupils
- The development of pupils' understanding of other cultures
- Assessment and monitoring will guide future planning and shaping of practice
- Evidence of work retained and reviewed
- A folder of evidence will be maintained by the leader, based on criteria set out in the action plan

**Review**

There will be an annual review of the Development Plan for School Improvement, including the Plan for Global Dimension.

Appendix 1 - What is the global dimension?

Appendix 2 - The global dimension by curriculum subject

## Appendix 1

### What is the Global Dimension?

The revised national curriculum makes it clear that the **content** of the curriculum should embrace sustainability, the environment, global interdependence, cultural diversity, preparation for adult life and citizenship education.

The curriculum is also to be based on a clear statement of **values**, foremost of which is "a belief in education as a route to: the well being and development of the individual; equality of opportunity for all; a healthy democracy; a productive economy and a sustainable environment."

The review of the national curriculum in England: the consultation materials, DFEE/QCA 1999.

The global dimension involves a commitment to awareness of these values and of gender related issues, cultural and national stereotyping, bias in different cultures and the potential danger of any kind of fundamentalism.

The global perspective should inform **the whole curriculum** and the whole curriculum should contribute to it.

### Key concepts of the Global Dimension are:

- democracy and citizenship
- sustainable development
- social justice and a commitment to gender and racial equality
- informed perceptions and appropriate images
- intercultural understanding and the appreciation of diversity
- personal and global dependence
- the resolution of conflict and the promotion of harmony
- human rights

The global dimension offers

- an essential element in developing young people as **active citizens** of a multicultural society and a rapidly changing world.
- a means for delivering the **values** that underlie the curriculum for all learners
- a fundamental aspect of the **content** of that curriculum
- a way of contributing to the achievement of **high standards** of attainment across the statutory curriculum for all teachers and learners
- a mechanism for addressing **issues** of relevance to all learners now and in their future lives.

"Whatever else the school system in a country like ours achieves, the bottom line surely should be that it needs to strive to create a generation which is not only well educated in an academic sense, but also has a highly developed sense of ethics and of global as well as national citizenship"

Professor Michael Barber

Special Advisor to the DfEE, SHA conference 1998

The global dimension provides opportunities for young people and those who work with them

- to live their lives in a global society
- to acquire relevant knowledge, understanding and experiences
- to develop appropriate key skills, aptitudes and attitudes
- to broaden their experience of life by contact with people from a variety of backgrounds, countries, faiths and cultures, and by enjoying the cultural diversity that they encounter.
- to address global issues concerning sustainability, the environment, development and global interdependence
- to explore their own values and identities as individuals and as members of local, national and global communities and thus to explore and respect the identities and values of others
- to increase their self-esteem, confidence and sense of achievement

How should the Global Dimension be developed in schools?

Good practice in the development of the global dimension involves:

- a whole school approach
- the active support of senior leadership
- the active participation of students
- links with and involvement of, the local school community
- incorporation in the school mission statement and development plan
- staff development at home and abroad
- effective networking with other schools, local authority officers and advisors, regional and national bodies
- the development of effective links with partners abroad
- the use of Information and Communications Technologies
- awareness of current developments, new opportunities and sources of support

## Appendix 3

The global dimension has a part to play in all subjects and all key stages

- **In English:** by reading about other cultures in literacy hour and exchanging and developing stories with partner schools abroad; and through the study of major writers from other cultures.
- **In Mathematics:** by using maths as a language for communication with young people around the world; by providing opportunities for practical data handling and the exchange of data with peers in other countries; by using maths for solving problems.
- **In Science:** by providing opportunities for pupils to develop enquiry skills, to learn about environmental issues, including the effects of humans on sustainable development; and to compare and contrast data from different parts of the world.
- **In Design and Technology:** by providing a context for projects involving enterprise activities and by exploring the effects of technology on the development of society and their own lives.
- **In ICT:** by providing opportunities for pupils to exchange and share information; by developing pupils' enquiry skills and encouraging them to reflect critically on the wider use of ICT in the world outside school; by enabling pupils to work with others to develop and evaluate their work, and to reflect critically on social, economic, political, legal, ethical and moral issues.
- **In History:** by helping pupils to understand the ways in which the local area, the British Isles and other parts of the world have changed, or stayed the same, over time; by learning about the development of the cultural, religious and ethnic diversity of society; by helping students understand different perspectives on events in the past from different standpoints and by joint study of events with partners abroad.
- **In Geography:** by extending pupils awareness of the wider world and understanding of sustainable development; by enabling pupils to study places in the UK and overseas at different stages of economic development; by providing global contexts for the places they study and how places and environments are interdependent.

- **In Art and Design:** through art, craft and design pupils learn about the diverse roles of artist, crafts people and designers working in different times and cultures, and develop their knowledge and understanding of art, craft and design in a range of historical, social and cultural contexts.
- **In Music:** by learning to explore and control sounds pupils learn about music from different times and cultures; and through learning to appreciate the music of different times and cultures pupils can develop a greater sense of their own identity.
- **In PE:** through dance, pupils learn to compose, perform and prepare dances from national as well as other cultures and traditions.
- **In MFL:** by learning about the countries and communities where the target language is spoken and developing awareness of cultural differences and similarities; by providing opportunities for direct contact with native speakers either in school, through correspondence, visits or ICT; by using texts from the internet and topical material provided by partner schools.
- **In Citizenship:** by learning to understand the world as a global community, including the Commonwealth, and the UK's relations with Europe and the wider world, and their role, rights and responsibilities; by learning about the diversity of identities in the UK and the need for mutual understanding.
- **In Personal, Social and Health Education:** by learning to respect differences and similarities between people, the consequences of racism and bullying, the effects of prejudice, discrimination and stereotyping and how to challenge them assertively; by working with peers from other countries.

### Useful Websites

[www.woto.org.uk](http://www.woto.org.uk)

[www.seelb.org.uk/curriculum/areas/european/europe\\_intro.htm](http://www.seelb.org.uk/curriculum/areas/european/europe_intro.htm)

<http://c2kschoolbox.granda-learning.com/>

[www.cafod.org.uk/schools/primary](http://www.cafod.org.uk/schools/primary)