



Kirkstall St. Stephen's
Global Education Policy

May 2022

Kirkstall St Stephen's Primary School

Global Education Policy

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Introduction

The Governors and staff at Kirkstall St. Stephen's recognise the increasingly interdependent world in which our pupils live and the challenges this creates for our shared future. We want to prepare our pupils to be citizens of the world and have a notion of the world-wide church that St Stephen's Church is part of. This is reflected in our vision.

Our Vision

We are cherished – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected.

We are challenged- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience.

We are children of God – we recognise the value of each and every individual, encouraging everyone's unique spiritual development and potential.

Our Ethos Statement

Our school ethos is represented by the KSS Values Tree; showing children's growth as a tree planted firmly into God's sustaining love and rooted in our school values of: trust, justice, perseverance, respect, thankfulness and forgiveness.

This is based on Jeremiah 17:7-8

“But blessed is the one who trusts in the LORD,
whose confidence is in him.

They will be like a tree planted by the water
that sends out its roots by the stream.

It does not fear when heat comes;
its leaves are always green.

It has no worries in a year of drought
and never fails to bear fruit.”.

Rationale

We live in an increasingly global society where communities are becoming more and more dependent upon working together. Children need to have opportunities to understand what it means to be a global citizen and develop attitudes where stereotyping, racism and bigotry do not exist. International education provides the basis for spiritual, moral and social development and provides a real life focus for many other curriculum activities and collective worship themes.

The DfE have reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.” The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2014. The school aims to provide an environment where pupils will have the opportunity to develop their understanding beyond their own experiences and build up their knowledge of both the global community and their local community.

We recognise that education plays a vital role in helping children and young people assume their responsibilities as citizens of both the national and the global community. We seek to ensure that our curriculum and the opportunities we provide will equip our pupils with the skills required to make informed decisions and take responsible actions. Much of our global education will be taught across the curriculum, not as a specific subject.

Objectives

By including the global dimension in teaching, links can easily be made between local and global issues and our pupils should be given the opportunity to:

- critically examine their own values and attitudes
- appreciate the similarities between peoples everywhere, and learn to value diversity
- understand the global context of their local lives
- develop skills that will enable them to combat injustice, prejudice and discrimination

We have identified the following objectives:

- To raise pupils achievements, attitudes and behaviour by adding an international dimension to the curriculum and collective worship
- To encourage within pupils a moral and social responsibility for the world around them and to encourage respect tolerance and curiosity for cultural, linguistic and religious diversity
- To help pupils to understand issues of human rights and make them more aware of the wider world in which we live
- To develop partnerships with other schools and welcome a range of visitors into school
- To extend and enhance pupils knowledge of the cultures and heritage of countries other than their own
- To embed the global dimension within the school internal and external curriculum, engaging students to celebrate their own cultural identity and enhance the curriculum to provide new learning opportunities and experience for pupils and staff
- To develop an awareness of similarities and differences in lifestyle and cultures in a range of countries
- To provide other opportunities for international dimension through collective worship, harvest, productions and key stage activities

Equal Opportunities

As in all areas of the curriculum all children should have opportunities to participate in all aspects of Global Education (see Equal Opportunities Policy)

Global Education has an important role in challenging stereotypical views and developing a positive appreciation of others. The curriculum builds on and is enriched by the differing experiences pupils bring to global education. All pupils will be given equal opportunity to fulfil their potential within global education regardless of ethnicity, culture, class, sex and gender and special needs (ability and disability).

Inclusion

Our whole school inclusion, English as an additional language (EAL) and Special Educational Needs and Disabilities (SEND) policies apply to Global Education.

When teaching this subject we ensure that we provide learning opportunities matched to the needs of the children. We also take into account the targets set for individual children in their Individual Education Plans (IEPs).

Children who show particular interest and leadership skills will be identified and given extra responsibility. For example, if a pupil is very well-informed about Fairtrade they can help plan and deliver the Fairtrade fortnight activities.

Cross curricular links

Global Education can be taught through any curricular area e.g.

- Exploring the global nature of the church, other faiths.
- Communication through exploring and recording ideas, discussing issues facing people across the globe
- Looking at citizenship and what it means to be an active citizen, serving our neighbours.
- ICT – using the internet to investigate.
- Working with others through collaboration on projects, negotiating ideas, tasks and evaluations.
- Our responsibility for the world
- Problem solving – manipulating, responding, experimenting, adapting their thinking, ideas, feelings and meanings.
- Children leading their own learning – discussion and critically questioning visual and other information.

Assessment

Teachers continuously assess children's performance through observation of work, questioning and discussion. Children's comments are often recorded by teaching assistants. Areas concerned with reflection and response can be difficult to assess, the experience itself may well be more important than any attempt to assess. However pupils are encouraged to reflect and respond through creative activities.

Role of Governors

The Governing body is responsible for formulating, agreeing and adopting this policy. Our governors will then on an ongoing basis:

- Ensure the effective allocation of resources
- Monitor the effectiveness of teaching and learning in terms of raising pupil attainment
- Ensure that staff development and performance management promote good quality teaching and learning
- Monitor the effectiveness of the policy through the school's self- review process.

Staff responsibilities

The subject Co-ordinator:

- keeps up to date with information pertaining to Global Education
- is responsible for advising and informing the Head Teacher and the Governors.
- is responsible for advising and supporting staff, including assessment.
- is responsible for maintaining and procuring appropriate resources.
- is responsible for monitoring and keeping under review the implementation of the policy.
- is responsible for evaluating the strengths and weaknesses of Global Education in the school.
- looks for opportunities to introduce global topics e.g Fairtrade Fortnight, Environment Day

Resources

We have a variety of resources – artefacts, books, music, DVDs to enhance the children's learning. These are mainly kept at the back of year 2. We also invite visitors in. We recognise that global displays are necessary to help stimulate and interest the children and community.

Monitoring, evaluation and review

The Global Education policy will be reviewed every two years. The teaching of the subject will be monitored by reviewing the medium and long-term plans and ensuring that there is a breadth of global education being carried out. Pupil interviews will be undertaken and used to gather evidence to check children's knowledge, attitudes and values.

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Jo Bailey

Staff will also be consulted on a regular basis regarding any training that might be needed.

Date of approval by Governing Body:

Date of Review: