



Bishop King CE Primary School

# **International and Global Learning Policy**

**By J Brown  
Reviewed July 2019 and adapted March 2020**

## **Rationale (Intent)**

Through the inclusion of an international focus and Global Learning in Bishop King CE Primary School, we are able to offer our children a wide range of experiences that will enhance their learning and raise awareness of their national and international identity. We believe we are part of God's worldwide family and therefore children should learn about other countries and people as a central part of the school's ethos and curriculum. Our children are given the opportunity to understand their own and others' cultures and tradition, within the context of British Heritage, and have a strong sense of their own place in the world. We believe we have a responsibility to prepare children for our ever-changing world and give them the knowledge, skills and values to make a difference, however small. Through celebrating our diverse community and a cross-curricular approach to Global Learning, we endeavour to inspire all our children to develop a life-long curiosity and fascination about the world, and the people within it.

## **Aims**

To enable our students, through the promotion of the international dimension in all aspects of the curriculum, to know more about global issues and to:

- respect, accept, understand and celebrate the rich and diverse heritage represented in our school, and local and national communities.
- understand complex international interdependencies in the global economy
- respect and value different cultures and beliefs which will assist in removing barriers from cultures and encourage
- engage in positive communication and openness between individuals and groups.
- enjoy regular contact with students and adults living in different countries
- bring the world into our school.
- think critically about global issues
- foster tolerance and understanding
- be aware of current events around the world.
- confidently discuss 'big questions' which effect people lives all over the world.

## **Objectives**

- To work towards achieving and maintaining the International School Award
- To embed Global Learning into all areas of school life.
- To conduct termly monitoring of cross-curricular activities and learning opportunities.
- To develop and fully exploit a variety of Global Learning partnerships. This will include activities such as:
  1. Interacting with visitors from other countries [students & adults]
  2. Inviting visitors from the local community into school
  3. Student/staff visits to places of cultural interest in the UK and abroad
  4. Student exchanges and foreign work experience placements
  5. Participating in Erasmus projects funded by the British Council
  6. Organising regular celebrations of our rich and diverse heritage
  7. Completing the role of Global Learning Expert Centre, and through doing so sharing ideas, information and good practice with other participating schools within the area.
  8. Completing the Erasmus plus KA1 and KA2 projects.
  9. Working with other local schools with a similar demographic in order to support the wider diverse community.

## Cross-curricular approach

We have adopted a cross-curricular approach to Global Learning throughout the whole school to provide breath and balance, whilst differentiating to match the needs of all abilities and therefore ensuring that all children excel and develop into global citizens. Through linking activities to their current learning and life experiences we ensure they remain relevant, engaging and purposeful. This is done through a wide variety of ways

### Early Years:

- **Understanding the World** teaches children about similarities and differences of people, living things and places. They are taught that other children don't always enjoy the same things, and are sensitive to this.
- **Literacy** – high quality multi-cultural texts, both fiction and non-fiction ensure that their growing knowledge is given context and is made real through hearing about the lives of others.
- **Communication and Language** - Through daily interactions and carpet discussions children begin to develop social and communication skills.
- **Personal, Social and Emotional** – develop respect for other ways of life, the confidence to share their thoughts and a developing understanding of the values of empathy and resilience.
- **Continuous provision** - Children are encouraged to independently explore and play with the globes, maps, small world people, puzzles and books which are part of our continuous provision.

### KS1:

- **Geography** - children develop an understanding geographic elements of other countries alongside their differing traditions, climates, cultures and ways of life.
- **Literacy** - high quality multi-cultural texts, both fiction and non-fiction ensure that their growing knowledge is given context and is made real through hearing about the lives of others. These are used for whole class reading and are in book corners for children to independently access.
- **Music / Art** - provide children with the opportunity to have a go at traditions and crafts from around the world.
- **PSHE** - develops their sense of self, confidence, respect, emotional resilience and empathy.

### KS2:

- **Geography** - children develop an understanding geographic elements of other countries alongside their differing traditions, climates, cultures and ways of life.
- **Literacy** - high quality multi-cultural texts, both fiction and non-fiction ensure that their growing knowledge is given context and is made real through hearing about the lives of others. These books are used to read to the whole class, as stimuli for their own written work or guided reading text.
- **Music / Art** - provide children with the opportunity to have a go at traditions and crafts from around the world.
- **Current issues** - They are taught worldwide issues through 'First News', 'Newsround' and 'Picture News' all of which provide quality text and information for them to explore at an age appropriate level within the context of other learning.

- **PSHE** - develops their sense of self, confidence, respect, emotional resilience and empathy.

This all runs alongside both our **Church School and British Values**, which are focused on daily both within the classroom and beyond.

### **Purposes**

- To provide an informed awareness of countries, cultures and languages other than our own
- To encourage greater involvement in environmental issues
- To develop curiosity about other cultures
- To enable children, staff and governors to experience daily life in other countries
- To promote the use of ICT in meaningful contexts for the development of communication skills
- To develop links and give a meaning context to our P4C curriculum and whole school values
- To think critically about Global issues
- To celebrate our diverse community and community participation
- To encourage children to relate their lives to the wider world
- To encourage greater involvement in environmental issues
- To change students' perception, knowledge and understanding so that they become a global citizen of the whole planet rather than of a single city or country and to support them in finding out what this means.
- To provide an added opportunity for the promotion of equal opportunities, racial equality and Citizenship.
- To develop respect, responsibility and values.
- Broadening pupils' horizons.
- Sustainable development and environmental awareness.
- Work towards social justice.
- Improve understanding of economic and social, political and social contexts of the world.

### **Guidelines**

By having an international dimension as part of our ethos, we can provide children and staff with a wider variety of experiences within, and in addition to, the National Curriculum:

- develop links with schools in other countries in Europe and further afield
- welcome to our school teachers and pupils from other countries
- raise awareness of environment issues other than those in our locality through joint projects
- encourage interest and motivation through the provision of first-hand experiences of life in another country
- promote communication through writing letters and emails to friends abroad
- provide staff with opportunities to compare different teaching and learning styles
- raise awareness and appreciation of other environments and what is happening in the world
- celebrate our cultural diversity both within school and the local community.
- develop cross-curricular activities with an international theme for all children
- International activities and events to be recorded on schools' website under the 'Equality and Diversity' tab.

### **Evaluation**

This policy will be continually evaluated as part of the annual review process of our Comenius Project, Global Learning programme and International School Award. It will also be reviewed under our Governors' Policy Review cycle. A statement of evaluation will also appear in our annual School Development Plan