



## Cliffe VC Primary School

### Policy for Global Dimension

Document Status			
<b>Policy Reviewed</b>	25 <sup>th</sup> January 2017	<b>Responsibility</b> Headteacher	
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<b>Date of Policy Creation</b> September 2014	Adapted school written model	<b>Responsibility</b>	Headteacher
<b>Method of Communication</b> - Website		Headteacher- S Hay Chair of Governors - C Middleton	

This policy applies to all governors, staff, pupils and visitors to the school, including all contractors. This policy should be read in conjunction with the school's Single Equality Scheme.

#### Rationale

Cliffe VC School recognises that the Global Dimension is an essential part of every student's education and that the teaching of the Global Dimension at school fully supports the school's aims.

Cliffe VC School believes that incorporating the Global Dimension into the curriculum will ensure that pupils develop their awareness of Global Citizenship which **"goes beyond simply knowing that we are citizens of the globe to an acknowledgement of our responsibilities both to each other and to the Earth itself."**

**Global Citizenship is about understanding the need to tackle injustice and inequality, and having the desire and ability to work actively to do so. It is about valuing the Earth as precious and unique, and safeguarding the future for those who come after us. Global Citizenship is a way of thinking and behaving. It is an outlook on life, a belief that we can make a difference".**

(From Global Citizenship: the handbook for Primary teaching – Oxfam)

#### Aims

Cliffe VC School's Global Dimension policy builds upon the mission statement, core values and ethos of the whole school community.

We wish to provide our pupils with the information and skills needed to become aware of the links between the local and the global, and enable them to become active global citizens. This will involve challenging and supporting all our pupils to become critical thinkers, to

develop independent learning skills, to learn about their rights and accept responsibilities.  
**This policy will be an integral part of our school life.**

### **How the school will fulfil its commitment to the Global Dimension**

**The school will fulfil its commitment to the global dimension by ensuring that learners are given the following opportunities to:**

- explore global dimension concepts including conflict, diversity, human rights, interdependence, social justice and sustainable development;
- participate in sustainable global partnerships, which can be a powerful and exciting way of bringing a global dimension into the classroom;
- make links between personal, local, national and global issues and events;
- appreciate the importance of a global context and engage in a range of culturally diverse experiences;
- critically evaluate their own values and attitudes, appreciating the similarities between people everywhere and learning to value diversity;
- develop skills that will enable them to identify and challenge injustice, prejudice and discrimination;
- understand and potentially make their own distinctive contribution to local and global communities
- consider probable and preferable futures, and how to achieve the latter.

### **The global dimension will help learners to:**

- explore and make sense of the big issues in the world
- think critically and creatively about topical and controversial issues
- deconstruct issues and events and consider them from a range of perspectives
- 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
- reflect on the consequences of their own actions now and in the future
- link learning to taking responsible action
- participate in society as active and responsible global citizens

**These different aspects of our school will promote development of global citizenship:**

### **Management**

- developing an open, effective and inclusive governing body with representation to reflect the full diversity of the school and community. A Link Governor for Global Dimension is appointed.

### **Ethos**

- valuing diversity and actively promoting good interpersonal and community relationships
- promoting an atmosphere of mutual respect and trust amongst all members of the school community and the wider community
- having a welcoming, safe and nurturing environment, where self-esteem of pupils and adults is valued and reaffirmed
- having effective race equality and behaviour management policies
- both staff and pupils learning from each other

- a commitment to democratic and inclusive processes including an effective School Council (pupil voice) which explores local and global community issues
- a commitment to learn from the experiences of people from diverse backgrounds and from around the world
- a commitment to good environmental practice, such as procedures for recycling, waste reduction and energy saving

### **Staff professional development**

All members of staff have a central role in promoting and understanding the development of global citizenship.

- it is essential that all members of staff continue to raise their levels of awareness in the development of the global dimension and how to be a global citizen by continuing professional development in this area, through INSET and awareness-raising sessions both externally and in-house from colleagues
- where possible offering levels of support to staff who wish to further extend their knowledge and understanding of the global dimension and global citizenship

### **Community links**

- working in partnership and developing active links between the school, parents and the wider community to develop positive attitudes to the global dimension and global citizenship
- developing links with other schools, both national and international

### **Curriculum teaching and learning**

- ensuring that the curriculum incorporates the principles of global citizenship and the eight concepts of the global dimension (Appendix A) and promotes knowledge and understanding of, and positive attitudes towards diversity
- ensure teacher's planning and delivery takes account of global citizenship and diversity and the eight concepts of the global dimension
- developing a range of teaching methods to engage pupils and support and increase their motivation to effect change
- ensuring that the school puts into its School Development Plan the need to upgrade resources in all areas of the curriculum with regard to the global dimension and global citizenship
- delivering whole-school initiatives and events to promote aspects of the global dimension
- ensuring that resources and displays celebrate diversity, and include positive examples of different cultures, genders, disabilities and types of family group

### **Implementation/monitoring and evaluation**

- Global Dimension will be an item on the School Development Plan and will be regularly reviewed by the Head teacher and Governing Body
- the school will measure the impact of the action plan through various baseline assessment activities, eg. Perceptions of different countries, and "Global Footprints"

(we acknowledge the use of "Global Citizenship:the Handbook for Primary Teaching" (Oxfam) and "The Global Dimension in Action" (QCA) in the preparation of this policy document

## **APPENDIX A - The Eight Concepts of the Global Dimension**

- **Citizenship** – gaining the knowledge, skills and understanding necessary to become informed, active and responsible global citizens.
- **Social Justice** – Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people.
- **Sustainable Development** – Understanding the need to maintain and improve the quality of life now without damaging our planet for future generations.
- **Diversity** – Understanding and respecting differences and relating these to our common humanity.
- **Values and Perceptions** – Developing a critical evaluation of images of the developing world and an appreciation of the effect these have on people's attitudes and values.
- **Interdependence** – Understanding how people, places and environments are all inextricably interrelated and that events have repercussions on a global scale.
- **Conflict Resolution** – Understanding how conflicts are a barrier to development and why there is a need for their resolution and the promotion of harmony.
- **Human Rights** – Knowing about human rights and understanding their breadth and universality