

CLINTON PRIMARY SCHOOL



Global Citizenship Policy: Dec 2016

“Global Citizenship is more than the sum of its parts. It 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 coming 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.” (Excerpt taken from Global Citizenship: the handbook for Primary Teaching (Oxfam))

SCHOOL VISION

'Learning Together'

'Opening Eyes'

'Building Community'

'Reaching For the Skies'

RATIONALE FOR GLOBAL CITIZENSHIP

Citizenship is an active process by which individuals learn the values which are crucial to a just, caring and democratic society. They learn skills which enable them to communicate, discuss issues, tackle problems, make decisions, work co-operatively with others and take considered action to improve society. Like adults, children are citizens in that they belong to communities and as such have rights in and responsibilities for their communities. Citizenship also has an important global dimension. Children now live in a world-wide community and in a multi-cultural society where they must understand and appreciate diversity. Their world is one of change and opportunity for which they must be prepared. It is also a world of huge inequality where they can make a difference. Schools function within their local and wider communities and have a vital role in helping pupils develop as good citizens. The notion of children being good global citizens encompasses all of our school aims and values and helps drive us towards our school vision.

Global Citizenship within the context of the promotion of British values

The DfE have recently 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." By making 'global citizenship' a key driver for Clinton Primary School, children will be able to explore these values, as well as many others.

At Clinton we believe that being a good global citizen includes:

- Developing an ability to communicate with others through development of language skills including through learning foreign languages;
- Growing our skills and using them for the good of others;
- Becoming confident about ourselves, our own cultures and communities in order that we can appreciate and embrace others fully;
- Taking every chance to learn and wonder about people and their places;
- Respecting the law and human rights;
- Taking part in democratic processes at school and beyond, being an active participant;
- Being prepared to challenge our own opinions and to learn from injustices now and in the past;
- Taking on responsibility for caring for our planet.

Principles:

- MFL should be taught with the main purpose being to enable children to become better global citizens. By taking an interest in other communities and through developing language skills the message we hope to give is that we value all people and as such will prepare ourselves for relationships with others from different language speaking backgrounds.
- We should seek opportunities for International Dimensions to be incorporated in learning through cross curricular approaches. This may also lead to 'issues based learning' which engages children in 'global' issues as a hook to learning important life skills. Children should become aware of specific issues that affect communities around the world and be considering what they might be able to do to help.
- The skill of 'reflecting upon how new learning has changed us' is most pertinent of all in this context, with RE a valuable regular lesson where finding out about others and their beliefs is at its heart.
- We will try to find opportunities for children to learn from and collaborate with children and adults from other backgrounds to make the learning real. The use of ICT in this is and will become even more important.
- Assembly times provide the ideal opportunity to share stories from other cultures and through carefully chosen themes we can enhance children's understanding of their role in society.
- Through modelling good relationships and an interest in others, we can help to set an ethos within which children's enthusiasm for learning about children and adults around the world will grow.
- Eco schools awards will direct our work in raising the profile about the importance of sustainability.
- Developing children's voice enables them to become active citizens and through school and class council we can enhance this. Looking for opportunities for children to host awareness or money raising events enables them to contribute and feel valued. Likewise, giving children the chance to contribute to class and school communities gives them value and encourages them to contribute further.
- Use of circle time to explore our values and what citizenship and community means to us is important.
- Activity days celebrating special occasions or events held by people from other cultures provide children with the opportunity to become immersed and emotionally attached. Likewise, as in the case with Black History Month, events can give us the chance to examine injustice and to explore our values further.
- Raising the profile and showing importance of global citizenship work can also be achieved through displaying it in the classrooms and in the hall. Priority should be given to this.

Guidelines:

- When planning a unit of work, consider how many key skills can be explored through the hook of a global issue – or through international dimensions;

- 'Real life' contacts can be sought through any member of the school community but it is worth going that extra distance to bring in real people!
- Oxfam have good educational materials;
- Consider how to record this work - which is worth sharing with the school community;
- Be flexible in timetabling this work;
- Be explicit when delivering this work so that children know its importance;
- Consider in International work when it would be appropriate to link with our partner schools in Beijing, Shenzhen, Tuzla and Coventry.
- In class council, school council and circle times, take the chance to celebrate our freedom to speak and that our voice is heard.

Links to other policies

This policy links strongly to our MFL policy and the Single Equality Scheme. It has obvious links to our Teaching and Learning Policy.

Monitoring and Reviewing

- The responsibility for ensuring the policy is being implemented belongs to the Global Citizenship manager and there is a governor linked to this area. The policy will be reviewed every year.