



International Policy

Review Date January 2022

Every Child, Every Chance, Every Day, Working Together



INTERNATIONAL POLICY

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In order to further promote the mission statement of the school, this policy sets out our approach to promoting a cross-curricular approach to developing global awareness in our pupils and creating an international dimension in our school.

“Global issues are part of children and young people’s lives in ways unfamiliar to previous generations. Television, the internet, international sport and increased opportunities for travel all bring the wider world into everyone’s daily life. UK society today is enhanced by people’s cultures, languages, religions, art, technologies, music and literature originating in many different parts of the world. This provides a tremendous range of opportunities to broaden children and young people’s experience and knowledge.” DfES ‘Developing the global dimension in the school curriculum’. We recognise that global issues are an important part of the lives of our children here at Crabtree Farm. We encourage our children to have a good awareness of other countries, cultures and languages and to have a curiosity about the world around them. We believe that by embedding an international aspect to our curriculum, we are able to offer our children a range of experiences that will enhance their learning as well as raising awareness of their own identity. We believe that the international aspect to our curriculum also enables us with an added opportunity for the promotion of the eight key concepts of the global dimension, which are as follows:

- Diversity
- Conflict resolution
- Global citizenship
- Human rights
- Interdependence
- Social justice
- Sustainable development
- Values and perceptions

Aims

At Crabtree Farm Primary School, through our approach to global and international issues, we aim to enable our pupils to:



- know and understand more about global issues and the impact they have on local and individual decisions and actions.
- understand that decisions and actions taken individually and locally have an impact globally.
- celebrate the rich and diverse heritage represented both in our school and in local and national communities and to value and respect different cultures and beliefs.
- enjoy regular contact with pupils and adults living in different countries and cultures.

Global Awareness in Action

We recognize that the **eight key concepts** below can be used as a framework to think about the global dimension in school. They act as 'lenses' through which issues can be viewed in each curriculum area; they are also themes for whole school policy and action.

1. **diversity** – understanding and respecting differences and relating these to our common humanity
2. **conflict resolution** – understanding the nature of conflicts and their impact on development
3. **global citizenship** – becoming informed, active, responsible global citizens
4. **human rights** – knowing about human rights and the UN Rights of the Child
5. **interdependence** – understanding how people, places, economies and environments are linked
6. **social justice** – understanding the importance of social justice for everyone's welfare
7. **sustainable development** – understanding the need to maintain and improve the quality of life now without damaging the planet for the future
8. **values and perceptions** – understanding different perspectives on global issues

Source DfES 2005 'Developing the global dimension in the school curriculum'

Through the **whole school curriculum plan**, we provide a range of opportunities to explore the global dimension within each curriculum area.

Through our **whole-school initiatives** we aim to:

- Develop and fully exploit a variety of *global learning partnerships*, for example
 1. email and internet projects, including video conferencing.
 2. interacting with visitors from other countries both pupils & adults.
 3. pupil/staff visits to places of cultural interest in the UK and possibly abroad.
- Make provision for the study of a *modern foreign language* for all our pupils from Year 1 to Year 6 within the curriculum and for all children through extra-curricular provision.
- Organise *regular celebrations* of our rich and diverse heritage.
- Ensure our *assembly programme* includes opportunities to learn about and reflect on global issues.
- Provide opportunities for children to ‘make a difference’ through *projects, events and initiatives* run by the school in partnership with external agencies.
- Ensure our *school display* encourages engagement with global issues and celebrates our multi-cultural society.

Role of International Coordinator

- To raise awareness of the international dimension throughout the school.
- To support the planning and delivery of an international dimension throughout the school through the development and maintenance of resources.
- To regularly evaluate the impact of the international dimension.
- To develop and monitor global school links.
- To keep the Governing Body informed of the school’s international work and associated developments.
- To continue collaboration with our schools within the community to encourage partnership work, to share ideas and resources and to offer support where necessary

Monitoring and review

The monitoring of the international aspect to our curriculum is the responsibility of the International Coordinator. The International Coordinator is also responsible for supporting colleagues and for keeping them informed about international developments. The International Coordinator has time when needed in order to fulfil

this role. This policy will be reviewed annually. Governors are also invited to monitor the effectiveness of the school through a variety of other activities including learning walks and classroom observation as per the monitoring and evaluation framework in the School Development Plan.

Claire Shipley

International Schools Coordinator

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