



GLOBAL DIMENSION POLICY 2011

Introduction

The school plays a vital role in preparing children for global citizenship. The promotion of the Global Dimension in all aspects of the curriculum will assist in removing barriers between cultures, encourage openness and positive communication between individuals and groups, enhance pupils' learning and raise awareness of their national and international identity.

AIMS

By adopting this policy we aim to:

- Develop the 8 key concepts of the Global Dimension: Global Citizenship, Diversity, Human Rights, Interdependence, Conflict Resolution, Social Justice, Values and Perceptions and Sustainable Development.
- Promote an interest and curiosity about the wider world and a sense of Global identity.
- Encourage a respect and an understanding of other cultures, heritage and languages.
- Enable children to have linguistic, artistic and cultural experiences of a range of cultures other than their own.
- Encourage understanding of the value of speaking and learning languages and awareness of the benefits gained.
- Provide opportunities for direct involvement with children from other countries.
- Provide opportunities for involvement of the local community and educational services in promoting global links.

Objectives

- To integrate the 'Global Dimension' into the whole curriculum by raising staff awareness of appropriate curriculum links.
- Participate in sustainable global partnerships in order to develop an awareness of similarities and differences in lifestyle and culture in a range of cultures e.g. Uganda.
- To make contact with citizens of other countries through class links e.g. Kirima Primary Partnership School in Uganda, visits and visitors from the local community and other countries.
- To appreciate the importance of a global context and engage in a range of culturally diverse experiences.
- To critically evaluate their own values and attitudes, appreciating the similarities between people everywhere and learning to value diversity.
- To develop skills that will enable them to identify and challenge injustice, prejudice and discrimination.

Organisation

The place of Global Dimension in the curriculum can be seen in the :

- Long term Plan – Identifying areas of focus.
- Termly outline plans – Covering the topic for the term and devised by the year group teachers to ensure 8 key concepts are being met from the Global Dimension progression skills grid.

Management and Staff Development

Role of the Global Dimension Leader

- To raise awareness of the Global Dimension throughout the school.
- To audit the current curriculum and identify further opportunities to develop the Global Dimension across the Key Stages.
- To plan for the Global Dimension by liaising with all staff.
- To gather resources, including internet links, and make these available to staff and children.

Governing Body

At Willerby Carr Lane Primary School the Global Dimension leader reports back to the governor responsible for Citizenship and Global Dimension.

Community Links

- Working in partnership and developing active links between the school, parents, local and the wider community to develop positive attitudes to Global Citizenship.
- Developing links with other schools e.g. Toulon and St. Laurent Du Var-France, Bejar and Miranga De Ebro-Spain and Kirima Primary School-Uganda.

Resources

The school will make full use of:

- Libraries, the internet, videos, national events such as Comic Relief, the local community and appropriate external organisations such as Chifcod charity for our Uganda School link, letters and photographs from Uganda.
- Local Authority for support, information and guidance.
- Parents and children's language and culture as a resource upon which to draw.

Assessment, monitoring, recording and reporting

Success will be judged by:

- The motivation and interest displayed by the children.
- The development of children's understanding of other cultures.
- Assessment and monitoring will guide future planning and shaping of practice.
- Evidence of work retained and reviewed by the Subject Leader.
- File of evidence for our accreditation in being a Global School.
- Attitudes expressed by children.

Inclusion

Lessons are devised to meet the needs of all children, taking into account any special needs and preferred learning styles. Children are encouraged to be supportive of their peers' efforts within the lesson. Lessons adhere to the guidance in the inclusion and the SEN policy.

This policy has been approved by the governors of Willerby Carr Lane Primary.

Signed: date: