



03/03/2021

Global Policy

[Type the document subtitle]

Version Control

Review Date	Version number	Reviewer/Owner (post holder)	Approved by (Committee)	Signature
28.2.21		Kathryn Tinson		

Contents

- [1. Introduction](#)
- [1.1. Aims and Scope](#)
- [1.2. Other linked Policies](#)
- [2. Policy Statement](#)
- [2.1. Policy Terms](#)
- [3. Appendices](#)

3.1. Guidance and Procedures

Red Oaks Primary School

Global Policy 2021

1. Introduction

Through the inclusion of an international focus in Red Oaks primary School we are able to offer to our children a range of experiences that will enhance their learning and raise awareness of their national and international identity. We are helping staff and children to recognise their place and responsibility in a culturally diverse global society.

1.1 Aims

- To enrich the curriculum by embedding elements from the Global dimension 8 Key Concepts;
- 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 recognising diversity within our own community and globally;
- To enable children, staff and governors to experience daily life in other countries;
- To promote the use of computing in meaningful contexts for the development of communication skills;
- To provide an added opportunity for the promotion of equal opportunities, racial equality and Citizenship (see relevant policies).

2. Policy statement

The 8 key concepts are integrated into life at Red Oaks and are covered throughout many cross curricular activities. See attachment

[Global curriculum.docx](#)

Global Citizenship Diversity Human Rights Sustainability

Conflict Resolution Interdependence Social Justice Values and Perceptions
--

3. Appendices

[Global curriculum.docx](#)

Global Curriculum

<p><u>Global Citizenship</u></p> <p>Gaining the knowledge, skills and understanding to become active, responsible citizens.</p>	<p><u>Sustainable development</u></p> <p>Understanding the need to maintain and improve the quality of life now without damaging the planet</p>
<p>I can develop skills to evaluate information and different points of view on global issues through the media and other sources.</p> <p>I can develop understanding of how and where key decisions are made.</p> <p>I can appreciate that young people's views matter and are listened to.</p> <p>I can appreciate the global context of local and national issues</p>	<p>I can recognise that some of the earth's resources are finite and therefore must be used responsibly by each of us.</p> <p>I can understand the connections between social, economic and environmental issues.</p> <p>I can suggest ways to help sustain our world.</p> <p>I can suggest ways in which every person can be valued to ensure a sustainable equality of life.</p> <p>I can respect each other</p> <p>I can appreciate the importance of sustainable resources by rethink, reduce, repair, re-use and recycle.</p> <p>I can appreciate the importance of renewable energies in the future of our planet.</p>
<p><u>How and where is this covered at Red Oaks?</u></p> <p>Y1- democracy within enquiry- voting & planning party.</p> <p>Y2- Queen and parliament in enquiry. School Visit to Windsor castle.</p> <p>Y3- Natural disasters, relief aid</p> <p>Y3 T4- RE- faiths/celebrations</p> <p>Y4- computing- research news reports</p> <p>Y5- T1 PSHE</p> <p>Y6- PSHE BM piece 2 and 3, T6- CM piece 1 (social media and self image)</p> <p>PSHE= T1 jigsaw- rights and responsibilities.</p>	<p><u>How and where is this covered at Red Oaks?</u></p> <p>EYFS- continual through the foundation stage curriculum- for example through stories, junk modelling, recycling materials</p> <p>Y2- T3- Our world- hot and cold countries, climate change</p> <p>Y3 T3/4 Natural disasters, global warming, early warning devices (DT)</p> <p>Y4- T5 & 6- Rainforest topic</p> <p>Y5- T4 PSHE Healthy me, T5 & 6 enquiry- Rivers</p> <p>Y6- Humanist- responsibility or the planet, fairtrade game</p>
<p>Charity club, Parliament week, Smart school council- class meeting tools- pupil voice, International Day, Children's SDP- decisions.</p>	<p>Eco club, science (materials)</p>

<p><u>Conflict resolution</u></p> <p>Understand why conflicts happen and how they can be resolved</p>	<p><u>Interdependence</u></p> <p>Understanding how peoples places, economies and environments are all connected and that choices and events impact on a global scale.</p>
<p>I know about different examples of conflict locally, nationally, and internationally and different ways to resolve them.</p> <p>I understand that there are choices and consequences.</p> <p>I can understand the importance of dialogue, tolerance, respect and empathy.</p> <p>I can develop the skills of communication, negotiation, compromise and collaboration</p> <p>I understand some of the forms prejudice can take and how to respond.</p> <p>I understand conflicts can impact on people, places and environments locally and globally.</p>	<p>I can understand how the world is a global community and what it means to be a citizen.</p> <p>I can understand how actions, choices and decisions taken in the UK can impact positively or negatively on the quality of life of people in other countries. (eg fairtrade, Brexit, political decisions.)</p> <p>I understand that choices about our world can impact others.</p>
<p><u>How and where is this covered at Red Oaks?</u></p> <p>EYFS- conflict resolution linked to self-apologies/timer/thinking time- class expectations, behaviour, social skills. empathy skills- understanding the world- caring for others and animals.</p> <p>Y1- PSHE Jigsaw term 1- recognise a range of feelings, consequences</p> <p>Y2- PSHE T1- being me in my world. T2 Remembrance Day</p> <p>Y4 Geography- rainforest</p> <p>Y5- T4 Viking invasions. PSHE Term 5</p> <p>Y6- T3 & 4- WW2 (enquiry) PSHE- T2 celebrating differences</p>	<p><u>How and where is this covered at Red Oaks?</u></p> <p>Y1- PSHE jigsaw Term 2 celebrating differences</p> <p>Y4 T5/6- rainforest</p> <p>Y5- Term 3 & 4 Vikings and Saxons- trade and invasion</p> <p>Y5 PSHE Term 2- celebrating differences</p> <p>Y6- T3 & 4- WW2 (enquiry)</p> <p>Y6- T1- BM- Piece 2 and 3 (fairtrade)</p>
<p>Behaviour charter, BLP, PSHE, Assemblies, School council</p>	<p>Local MP assembly (Justin Tomlinson), British Values (democracy) House captains, Assemblies, PSHE</p>

<p><u>Social justice</u></p> <p>Understanding the importance of social justice to improve the welfare of all people</p>	<p><u>Human Rights</u></p> <p>Knowing about human rights including the UN convention on the Rights of the Child.</p>
<p>I can value social justice and understand the importance of equality and fairness for all.</p> <p>I understand that our choices can impact on others</p> <p>I can develop the motivation and commitment to take action that will contribute to a more just world.</p> <p>I can challenge all forms of discrimination to ensure equality for all.</p> <p>I understand how past injustices can affect future decisions.</p>	<p>I know about the UN convention on the Rights of the Child, the European declaration on Human Rights and the Human Rights Act in UK law.</p> <p>I value our common humanity</p> <p>I understand the rights and responsibilities globally.</p> <p>I understand that the human rights framework can be used to bring about equality.</p> <p>I can explore circumstances in why some human rights might be denied (societies, cultural, beliefs).</p>
<p><u>How and where is this covered at Red Oaks?</u></p> <p>History link, Values Education</p> <p>EYFS- PSED (continual) fair, turn taking, inclusion.</p> <p>Y1- term 5- relationships (different types and families) Term5- school community</p> <p>Y2- T1- RE- Good Samaritan T2- PSHE celebrating differences, T5 PSHE relationships</p> <p>Black History Term 1-2</p> <p>Y3 RE Term 1-2 Rosa Parks</p> <p>Y5- T1 & 2- Enquiry- WW1- women's rights, votes for women</p> <p>Y6- T3 and 4- WW2- Women's rights (suffragettes) Nazi's (Human rights)</p>	<p><u>How and where is this covered at Red Oaks?</u></p> <p>Values Education</p> <p>EYFS- Me and my world- our rights- Term 1</p> <p>Yr 1- class rules, the right to be safe. PSHE</p> <p>Term 1- 'I feel special and safe in my class'</p> <p>Y4 PSHE T1</p> <p>Term 1 Assembly- whole school</p> <p>Yr 5- PSHE T1 Rights of the child</p> <p>Y6- PSHE- CD- Equality Act, T 3 and 4 enquiry- WW2- Nazis (human rights)</p>
<p>Helping Hands (school council) British Values, Black History, Assemblies,</p>	<p>Helping Hands, PSHE, Assemblies</p>

<p><u>Values and perceptions</u></p> <p>Developing critical evaluations of global issues and understanding the effect these have on peoples attitudes and values.</p>	<p><u>Diversity</u></p> <p>Understanding and respecting differences ad relating this to people’s everyday lives.</p>
<p>I can understand that people have different values, attitudes and perceptions.</p> <p>I understand the importance of Human Rights.</p> <p>I can understand that events and issues can be seen from different perspectives.</p> <p>I understand the power of the media in influencing perceptions, choices and lifestyles.</p> <p>I can understand the values people hold can shape their actions.</p>	<p>I can appreciate the similarities and differences around the world.</p> <p>I can the importance of respecting differences I cultures and traditions.</p> <p>I can appreciate the different environments in which people live and the importance they play in the world.</p> <p>I understand how the environment in which people live can impact on their own economy (eg fairtrade, landuse)</p>
<p><u>How and where is this covered at Red Oaks?</u></p> <p>Values Education, P4C, English- discussion unit</p> <p>EYFS- PSED/circle time- continual</p> <p>Y2- T3 & 4- Comparing different religions and their special places</p> <p>PSHE T5- relationships</p> <p>Y3/4/5 Term 5 online safety- social media</p> <p>Y 3 and 4- PSHE term 5</p> <p>Y5- computing (social media) PSHE- T 6</p> <p>RE- T1- Is God real? T3- Jesus’ teachings</p> <p>Y6- PSHE CD- T2- all pieces T 3 & 4- enquiry- WW2 Propaganda. T6 PSHE T6 CM- self-esteem-image</p>	<p><u>How and where is this covered at Red Oaks?</u></p> <p>Values Education</p> <p>EYFS Term 2- celebrating difference- Jigsaw. Families and self- unique (continual)</p> <p>Festivals T1-2</p> <p>Y1- RE comparing the way cultures celebrate new babies. RE T1- symbols of belonging, T2- I can tell you some of the ways I am different from my friend.</p> <p>Y2- T2- PSHE Celebrating differences</p> <p>T2- RE-celebrations.</p> <p>Y3 term 4/5 Why do people pray?</p> <p>Year 3 and 4 PSHE- term 4</p> <p>Y4- Term 6- RE- festivals in different cultures.</p> <p>Y5 PSHE T2- Celebrating differences. RE- Anglican and Baptist church. RE_ T5- 5 pillars of Islam</p> <p>T6- Geography international day</p>
<p>Helping Hands, Debating team, junior Newsround, P4C in class assemblies- What’s the big idea clips, PSHE, assemblies</p>	<p>Deaf awareness week, British Values, International day, Assemblies, celebrations (Harvest) PSHE Assemblies</p>

3.1 Guidance and Procedures

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

- Develop understanding of life in other countries in Europe and the wider world to break down barriers and value cultural diversity;
- Welcome to our school teachers and pupils from other countries;
- Raise awareness of environmental issues other than those in our locality through joint projects and develop an awareness of global interdependence;
- For staff and pupils, provide enrichment and excitement for teaching and learning through the provision of first hand experiences of life in another country;
- Promote communication with friends abroad through letters, emails, video conferencing and our website;
- Provide staff with opportunities to compare different teaching and learning methods, where grants and funding make this possible;
- Raise awareness and appreciation of other environments and what is happening in the world;
- Develop cross-curricular activities with an international theme for all children;
- Ensure the health and safety of all people involved in international activities;
- Develop an understanding of the following 8 Global issues, and to include them in our teaching to ensure a Global Dimension in our curriculum.

Modern Foreign Languages

At Red Oaks, we aim to offer French across KS2. In addition to this a number of staff will be teaching French to KS1. Please see Teresa Griffiths MFL co coordinator and refer to the MFL Policy.

Special Educational Needs

Our Global policy and curriculum will be inclusive. Children from the Hearing Impaired Unit will have communication and teaching through BSL.

Please refer to the inclusion policy.

In Global teaching at Red Oaks, staff are aware of children's individual needs and how to best differentiate teaching and learning to enable access for all. This is done through adapting teaching to suit a variety of learning styles, often using a multi-sensory approach. Teachers consider classroom organisation and management strategies to ensure optimal access for all learners, including those with physical, sensory and/or learning needs. Teachers have access to specialist support for advice on strategies, target setting and assessment. All disabled pupils are included on the Red Oaks' Vulnerable Learner Database, and their progress is systematically recorded and monitored.

Red Oaks is a Dyslexia Friendly School and all teachers are aware of the Dyslexia Friendly Schools guidelines.

Parents and the Community

Global photos will be evident on the website at www.redoaks.org Global curriculum.

Evaluation

This policy will be continually evaluated as part of the annual review process of our projects. Statements of evaluation of any whole school projects will also appear in our annual School Improvement Plan.