



Global Citizenship Policy



Policy is A

Sub Policy Committee: Health and Wellbeing Working Party

Vision

In a rapidly changing and interdependent world, pupils need opportunities to

- Gain an understanding of the impact and future consequences of their own lifestyles.
- Begin to exercise their rights and responsibilities.
- Remove barriers between cultures and promote positive communications.

Global Citizenship should not be viewed as a discrete subject area but rather as a cross-cutting theme. It is an approach to education that is relevant to a range of curricular areas. It is a way of thinking that works beyond subject boundaries.

Intent

'Education for Global Citizenship enables pupils to develop the knowledge, skills and values needed for securing a just and sustainable world in which all may fulfil their potential.' (Oxfam)

The intent of Global Citizenship is to strive to ensure pupils have:

- An understanding about their rights and responsibilities.
- The confidence in themselves and respect for others so they can live and work in a changing world.
- An understanding of their place in the world.
- An understanding of how the world works economically, politically, culturally, technically and environmentally.
- A willingness to act to make the world a more sustainable place.
- A respect for cultural diversity and a desire to tackle social justice and inequality.
- The skills to challenge myths and stereotypes.
- A belief that individuals can make a difference.
- An ability to make responsible well informed decisions.

To help the school to:

- Develop local and international links.
- Publicise the good work of the school.

Implement

Global Citizenship will be covered through a combination of:

- Discrete timetabled sessions of RSHE and RE.
- Teaching Global Citizenship through, and in, other subject/curriculum areas (including whole school and class assemblies).
- School events and activities (e.g. off-site visits and school celebrations).

Recording

Pupils' work is recorded in their Global Citizenship books and any links made during other curriculum lessons are made apparent in the lesson planning (and books if the task focuses mainly on GC). Earwig, an online app, is also used to record learning throughout the academic year. The timeline shows how systematic teaching of Global Citizenship leads to an overall conclusion of the year.

RSHE

Relationship, social, and health education (RSHE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we help develop their sense of self-worth. We teach children how society is organised and governed – making links to upholding British Values, Rights Respecting School and Global Citizenship. Children learn to appreciate what it means to be a positive member of a diverse, multicultural society. We follow the HeartSmart RSHE scheme to deliver the curriculum across the whole school. This is delivered by one member of staff who is closely supported by the RSHE lead. Please see

RSHE Policy (link below) for more information in regards to the intent, implementation and impact of RSHE with the school.

<https://docs.google.com/document/d/1wYiytEIXUxY-7zvt4r1EGbldzUdtTurs/edit?rtpof=true>

Assemblies

Assemblies are held throughout the school week and aim to complement the RSHE curriculum and provide opportunities to enrich pupils' cultural capital and life experiences. The following outline shows the types of assemblies delivered each week and when and who they are presented to.

Day	Assembly type	Who it is presented to	Time
Mondays	Curriculum/Cultural Capital	Upper School (Y4 - 6) in the Hall Lower School (Y1 - 3) receive a class assembly by class teacher	2:50 – 3:10
Tuesdays	Curriculum/Cultural Capital	Lower School (Y1 - 3) in the Hall Upper School (Y4 - 6) receive a class assembly by class teacher	2:50 – 3:10
Wednesdays/ Thursdays	Singing Assembly	Wed - Upper School Thurs - Lower School	2:50 – 3:10
Fridays	Celebration	Everyone	2:30 – 3:00
Fridays - termly	Sparkle Assemblies	Everyone	2:30 – 3:00

Please note there may be slight changes to the above in and around the final weeks of each term (i.e. when there are Christmas/End of Year Performances etc.). Assemblies are to be saved to the whole school google drive folder.

British Values and SMSC

The Department for Education states that pupils should be taught "how democracy and the law work in Britain, in contrast to other forms of government in other countries", and advises teachers to "consider the role of extracurricular activity, including any run directly by pupils, in promoting fundamental British values".

At Pikes Lane Primary School we uphold and teach pupils about British Values which are defined as: Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs. These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), Relationships, Sex, Health Education (RSHE) and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum linking to cultural capital.

At Pikes Lane, the children and their learning are at the very heart of every decision made as teachers ensure that pupils' needs are always met. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements. As a school we help pupils' to develop an inner discipline and encourage them to be unique whilst being adapted to skills such as decision making and being accountable for their actions. Pupils are supported in making choices and respecting the choices of others whilst being honest not just with others but also themselves. This is all achieved through the use of the Pikes Lane Learner Profile, Rights and Respecting Schools and the Pikes Lane Promises. Teachers ensure that SMSC is linked to all subjects across the curriculum (and across the school day) and that pupils are aware of these links and how they support them with their learning and help to become better members of society.

https://docs.google.com/document/d/1rVdbN0ntza12d4twOTL7pLH6yjqd_0r5/edit?usp=drive_web&oid=108750169808825413892&rtpof=true

Cultural Capital

At Pikes Lane, we strive to develop and expand all pupils' cultural capital so that they have a rich variety of experiences and opportunities which help prepare them for their future endeavours. We do this through a range of schema building lessons across the whole school curriculum as well as providing a varied range of extra-curricular activities through clubs during and after school hours.

In addition to this, our extended services manager and all teaching staff ensure that a range of opportunities and experiences are provided to pupils through trips and visits (please follow the link below to the CC Trips and Visits map, where these experiences have been mapped out across the year for all ages as well as a link to other extended services).

[NEW Cultural Capital VV Map 2024 - 25.docx](#)

<https://drive.google.com/drive/folders/1ILWA4h2qXOolt0nNV6TiPtyS2TByavTG>

Golden Threads

The implementation embedding of the Gold Threads into our school curriculum compliments and supports the teaching of Global Citizenship across the whole curriculum. Below is a table containing information on the Golden Threads and how they complement the teaching of Global Citizenship.

	Examples of how they complement Global Citizenship
STEM Golden Threads	
Location Knowledge	- Knowledge of the world around and their place within it. - How different places/countries provide different life experiences and opportunities/challenges. - Knowledge on the impact of their choices (i.e. Palm Oil use in the UK and its effects on Burma rainforests).
Information Systems and Decision Making	- Understanding the way information is provided to them but also to other communities throughout the world (advances of technology). - Impact of voting and elections - understanding their responsibility as a voter (both in school and in the future as an adult).
Sustainability	- Impact of their lifestyle on the environment (both locally and globally). - Impact of their lifestyle on the planet (i.e. climate change).
Communication Golden Threads	
Jobs Through the Ages	- Inspirational people that have core beliefs that link to global citizenship (use of the Little People, Big Dreams books series).
Leisure and Play	- Use of events such as the Olympics, Commonwealth Games, World Cup and Euros to show the global impact on sport. - The impact of lifestyle (i.e. holidaying abroad) and the role it plays in the changing of countries (i.e. becoming more touristic).
Equality of Opportunity	- Upholding not just their own rights and responsibilities but also the rights and responsibilities of their peers and all others they come into contact with. - Through the RRSA programme, understanding that not all countries uphold the same rights as the UK and other participating countries.

