



Global Citizenship Policy

At Trinity St. Peter's, we take pride in the teachings of our unique Christian school values that underpin all learning. We promote the British fundamental values where British law, democracy and a mutual respect and tolerance for those of other faiths, cultures and beliefs is embedded through all areas of the curriculum. Through ensuring that equality and diversity is promoted across the school, we are also actively promoting fundamental British values where pupils are encouraged to treat others fairly and respect those from different faiths and cultures not just within our own country but globally. This policy should be read in line with the school's PSHE, RE, Collective Worship and Equality policies. All subject policies reference how children learn to become global citizens through their subject.

Introduction

The Governors and Staff at Trinity St. Peter's Primary School recognise the increasingly interdependent and interrelated world our pupils live in, and the challenges this creates in our shared future. They particularly recognise that:

- Global issues are an important part of the lives of our pupils living in a world where economies are increasingly interdependent and global communication is a daily reality. Our pupils have access to the internet and increased opportunity to travel, watch news stories from around the world, as they develop and follow for example, international sporting events as they happen.
- Global citizenship should be reflected in the attitudes and values of our pupils, the ethos of the school and the primary curriculum.
- As a school we have a commitment to gender, faith and racial equality.

Trinity St. Peter's School believes that incorporating Global Citizenship into the curriculum will ensure that pupils develop an awareness which **“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:-

- a responsibility as Christians to show love for their world and appreciation for all things in it, valuing the Earth as precious and unique
- educating pupils and the wider community to be courageous advocates who are respectful of the rights they have been given and their responsibility to honour these rights
- understanding the need to tackle injustice and inequality, and having the desire and ability to work actively to do so
- safeguarding the future for those who come after us
- is a way of thinking and behaving. It is an outlook on life, a belief that we can make a difference.

Our Vision and Aims for Global Citizenship

At Trinity St Peter's CE Primary School, we wish to provide our pupils with the information and skills needed to become aware of the links between the local and the global, and enable them to become **'caring global citizens of the world'** as stated in our school vision statement. This will involve challenging and supporting all our pupils to become critical and creative thinkers, to develop independent learning skills and to learn about their rights and accept responsibilities.

This policy will be an integral part of our school life:

- To embed global citizenship within the school curriculum, engaging students to celebrate their own cultural identity and to foster respect for other cultures, languages and religion;
- To prepare students for life in a diverse global society;
- To work with global partners to achieve their educational goals and ours.

Objectives / action plan:

- To continue to integrate global citizenship into the whole school curriculum by raising staff awareness of valid and up to date curriculum links in specific subjects as well as global / national events (see Appendix 1);
- To develop a strong awareness of similarities and differences in lifestyles and culture in a range of other countries;
- To involve staff (including extended school), students and wider community in the development of contacts with our global partner, such as events like Celebration of Kindness Week;
- To raise awareness of global issues within the local community and wider through learning opportunities and the use of blogs/twitter encouraging everyone to **'Think Global; Act Local'**
- To further develop relationships with partner schools with a focus on enriching the whole school curriculum and communication via ICT (e.g. Twitter feeds and blogs for each class);
- Learning about different languages and cultures through global / national events such as European Languages Day, MFL lessons, Chinese New Year and World Music Day.

Strategies/ how to achieve the objectives:

- Trinity St. Peter's to continue to strengthen links with St. Peter's Church in Uganda
- Audit of Global Citizenship across whole school with a focus on curriculum change
- Global Citizenship as focus in whole school assemblies, through prayers, stimuli and discussion;

- Children learn about a different religion each term and each child-led Collective Worship links the monthly value a different faith or culture, as outlined in the RE policy;
- Important days included in school calendar (see Appendix 1);
- Global Citizenship featured on the website, as well as Twitter and blogs when appropriate;
- Participation in a variety of activities as part of recognized events i.e. Sport Relief, Human Rights' Day, Hate Crime Awareness Week;
- Monitor and evaluate current language curriculum (Spanish);
- Review curriculum impact within current global links;
- Develop strategies to widen the availability of global learning.

Global Citizenship will help our learners to:

- explore and make sense of the big issues in the world;
- think critically and creatively about topical and controversial issues think about issues and events and consider them from a range of perspectives;
- communicate with people from a range of countries and cultures;
- develop self-awareness and a positive attitude to difference;
- reflect on the consequences of their own actions now and in the future;
- link learning to taking responsible action;
- participate in society as active and responsible global citizens.

Ethos:

- valuing diversity and actively promoting good interpersonal and community relationships;
- promoting an atmosphere of mutual respect and trust amongst all members of the school community and the wider community;
- having a welcoming, safe and nurturing environment, where self-esteem of pupils and adults is valued and reaffirmed;
- having effective race equality and behaviour management policies;
- both staff and pupils learning from each other;
- a commitment to democratic and inclusive processes including pupil voice groups which explore local and global community issues;
- a commitment to learn from the experiences of people from diverse backgrounds and from around the world;
- a commitment to good environmental practice, such as procedures for recycling, waste reduction and energy saving.

Curriculum teaching and learning

- ensuring that the curriculum incorporates the principles of global citizenship and promotes knowledge and understanding of, and positive attitudes towards diversity;
- ensure teacher's planning and delivery takes account of global citizenship and

- diversity;
- developing a range of teaching methods to engage pupils and support and increase their motivation to affect change as courageous advocates;
 - ensuring that the Subject Leader Action Plans recognize and respond to the teaching and learning of global citizenship;
 - delivering whole-school initiatives and events to promote aspects of the Global Citizenship;
 - ensuring that resources and displays celebrate diversity, and include positive examples of different cultures, genders, disabilities and types of family group.

Implementation / Monitoring and Evaluation

Each subject leader monitors and evaluates the impact, as outlined in Appendix 1 and using the Oxfam progression map, through the scrutiny of books, class Twitter accounts and blogs, speaking to pupils and class teachers which is reviewed by the Assistant Headteacher (Curriculum) alongside the nominated RE governor acting as a critical friend.

This evaluation is then shared with the Headteacher who uses this to self-evaluate the school's provision using the National SIAMS Evaluation Document criteria as a toolkit. This document is updated termly and reviewed with the governing body annually.

Revised and adopted by the Governing Body

Appendices

Appendix 1:

Month	Global Citizenship Event:	Monitoring and Evaluation led by:	Faith (M&E by RE Subject Lead)
September	Fairtrade Fortnight International Literacy Day Roald Dahl Day Coding Week	Geography Subject Leader English Subject Leader English Subject Leader Computing Subject Leader	Rosh Hashanah (Judaism) Islamic New Year Sukkot (Judaism) Yom Kippur (Judaism) Harvest Festival
October	International Walk to School Month - Year 3 & 4 Hello Yellow (Mental Health) National Day of Spain Digital Wellbeing to Mental Health Hate Crime Awareness Week Black History Month National Poetry Day	Geography Subject Leader Mindfulness Subject Leader MfL Subject Leader Computing Subject Leader PSHE Subject Leader History Leader English Subject Leader	
November	TSP's Celebration of Kindness Week (World Kindness Day, Anti-Bullying Week, Children In Need Appeal,	PSHE Subject Leader Computing Subject Leader	Diwali (Hinduism, Sikhism) The prophet Muhammad's birthday (Islam)

	<p>Kindness Online and Offline)</p> <p>Road Safety / Walk to School Week</p> <p>Drop Everything and Read</p> <p>Remembrance Sunday</p>	<p>Geography Subject Leader</p> <p>English Subject Leader</p> <p>History Subject Leaders</p>	
December	<p>International Day of Persons with Disabilities</p> <p>Human Rights' Day</p>	<p>PSHE & PE Subject Leader</p> <p>PSHE Subject Leader</p>	<p>Advent</p> <p>Hanukkah</p> <p>Christmas around the World</p>
January	<p>Chinese New Year</p> <p>Holocaust Memorial Day KS2</p> <p>National Storytelling Week</p>	<p>PSHE Subject Leader</p> <p>History Subject Leader</p> <p>English Subject Leader</p>	<p>Tu B'Shevat (Judaism)</p> <p>World Religion Day</p>
February	<p>Safer Internet Day</p> <p>Schools Football Week</p> <p>LFC Foundation: Social Action Project – Years 4 and 5</p>	<p>Computing Subject Leader</p> <p>PE Subject Leader</p> <p>Year 4 and 5 Class Teachers</p>	

March	<p>National Careers Week</p> <p>World Book Day</p> <p>International Women's Day</p> <p>Brain Awareness Week</p> <p>British Science Week</p> <p>Comic Relief /Sport Relief</p> <p>Uganda Day</p>	<p>PSHE Subject Leader</p> <p>English Subject Leader</p> <p>English/History Subject Leader</p> <p>Mindfulness /Science Subject Leader</p> <p>Science Subject Leader</p> <p>PSHE and PE Subject Leader</p> <p>Music & PSHE Subject Leader</p>	<p>Shrove Tuesday</p> <p>Ash Wednesday</p> <p>Holi Festival (Hinduism)</p>
April			<p>Palm Sunday</p> <p>Maundy Thursday</p> <p>Passover (Judaism)</p> <p>Good Friday (Christianity)</p> <p>Easter Sunday (Christianity)</p> <p>St George's Day</p>
May	<p>Local and Community History Month</p> <p>International Day against Homophobia and Transphobia</p> <p><i>Plastic Free Day - Year 2</i></p>	<p>History Subject Leader</p> <p>PSHE Subject Leader</p> <p>Science, Geography Subject Leader</p>	<p>Ramadan</p> <p>Christian Aid Week</p> <p>Research charities</p>
June	<p>Climate Coalition Day – Year 3</p>	<p>Geography Subject Leader and Year 3 Class Teacher</p>	<p>Eid-al-Fitr (Islam)</p> <p>Shavuot (Judaism)</p>

	Healthy Eating Week	PSHE, Science, PE Subject Leader	Feast of the Holy Trinity/ Trinity Sunday St Peter's Day
	My Money Week	Maths & PSHE Subject Leader	
	Child Safety Week	PSHE & DSL Subject Leader	
	World Music Day	Music Subject Leader	
	National School Sport Week	PE Subject Leader	
	<i>Young Leaders Award - Year 2</i>	Year 2 Class Teacher, PSHE and specific subject lead.	
July			