



Egerton Primary School

Global Learning Policy

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What is Global Learning?

What development education and global learning bring to discussions on hope, particularly within the context of the impact of the COVID-19 pandemic and the climate change crisis, is a pedagogical approach that has a clear value base around social justice. The development of skills and knowledge are essential not only to understand the impact of global forces, but also to equip the learner with the means to address them. This approach therefore has as its basis the promotion that change is possible. (Bourn, 2021:71)

Global learning within any formal education system globally is essential for people to understand the globalised world in which they are living.

The Geographical Association defines global learning:

Global learning is an approach to learning about development which recognising the importance of linking people's lives throughout the world. It involves knowledge, understanding about the world, skills and consideration of values, and so is in closely aligned with geography in the school curriculum.

Why is global learning important?

Over recent years there have been a large number of studies conducted into the impact of international education work in UK schools. Egerton participated in a significant number of these studies which revealed a number of benefits:

Global learning contributes towards improved reading, writing and communication skills

- Learners are especially motivated because they are 'writing for a purpose' about real life circumstances. Children are supported well to develop critical thinking skills to connect their sense of identity in their local context to that of a national and global context to understand their place in the world.

Global learning improves the performance of under-achieving learners - increased levels of engagement, enthusiasm, confidence and motivation in turn boost self-esteem amongst usually low attainers.

Global learning enhances skills that are relevant in a global economy - a significant study carried out by NFER concluded that schools engaged in a global school partnership compared to those that did not concluded that pupils generally had a clearer understanding of interdependence and how our actions impact on those in poorer countries for example in areas of trade or the environment.

Global Learning helps improve motivation - learners want to share ideas and work with the children in their partner school. The quality of learning and their work is enhanced because it has a real purpose. This also serves to enhance relationships between staff and the children.

Global learning raises awareness and understanding of different cultures and religions

- global learning is essentially a golden thread that weaves throughout the curriculum at our school. This approach supports children to develop and deepen their knowledge and therefore their respect for different cultural beliefs and practices. They recognise the similarities and differences between their lives and their peers. They are better able to question racism and racist attitudes.

Global learning makes the curriculum more stimulating and enhances the ethos of our school - the curriculum gains a richness and relevance that inspires and motivates children and staff.

Global learning enhances engagement with our local community of Knutsford - Tatton Park was the home of the Egerton family. Our school was the first school in the town founded by Lord Wilbraham Egerton in 1893. The last Lord Egerton of Tatton, Maurice had an estate in Kenya and built a primary school for the children of his estate workers in 1939. The discovery of this school was a revelation to us and to the local community and was celebrated in many ways. This unique partnership has served to positively contribute to the learning and world view of the children in both schools. We have worked tirelessly together to sustain our partnership and have been awarded many grants by the British Council as well as being involved in many research projects to assess the importance, value and impact of global learning and international partnerships.

The Local community is aware of our unique link and has supported this in many ways over the years.

Global Learning at Egerton

Our school has been long associated with a strong approach to global learning. It is viewed as 'a golden thread' that weaves its way across all subjects and aspects of daily life to enable children to develop the knowledge, skills and values:

- Pupils acquire **knowledge** enabling them to understand the causes and effects of global challenges such as poverty, climate change, sustainability and many others. This enables them to understand the causes and effects of such challenges and to consider what possible solutions exist.
- Pupils develop **skills** through engaging with this knowledge to explore issues critically and to examine the actions individuals and communities can take to overcome such challenges, including their own responses.
- Pupils explore their own values when looking at key global issues, considering issues such as fairness, human rights, tolerance and social justice.

Global learning serves to enhance and enrich our carefully planned and sequenced National Curriculum to provide a clear rationale, purpose and context for our children living in a globalised world.

The content: outcomes of global learning approaches

The Egerton curriculum is ambitious and distinctive. It delivers the National Curriculum well with a strong focus on subject integrity, breadth, depth and much more, directly linked to our school vision and is coherently planned and sequenced. It is adapted, designed and developed to meet the needs of SEND children.

The Egerton curriculum is designed using a thematic approach. Themes provide a purpose and excitement for learning:

- there are clear end points
- subject content is broken down into appropriately sized steps and sequenced to build towards those end points
- rigour of subject-specific planning, where appropriate - questions, methods, conventions, rules and practices and how the subject discipline builds new knowledge.

Our approach is complex. There are four essential strands to practical hope that make a real difference for learners:

- Sharing: creating spaces where children can share their feelings about such issues as climate change, without feeling they will be criticised or laughed at.
- Listening: really listening to what children wish to say, so they feel appropriately consulted and reassured that what they share is okay.
- Understanding: the nature of climate change and other issues – its origins, impacts and consequences as well as the action being taken to help minimise and adapt to this.
- Acting: knowing what needs to be done in the classroom, home and community, as well as who one can work with and who will give ongoing support. (Hicks, 2018: 8)

Global learning is a 'golden thread' that weaves its way through each theme in 8 aspects:

Theme Eg. Tudors, Global Trade, Kenya...	Content description – what could pupils learn
<i>Learning more about the central elements to a theme from a local, national and/or global perspective</i>	
Global aspects	<ul style="list-style-type: none"> • Understand what progress has been made against this aspect in recent decades, and what challenges still remain • Understand how inequality and conflict can link to this theme
Development	<ul style="list-style-type: none"> • Understand what is meant by development • Know the important characteristics of developing countries – including where they are and their social, economic and political geography

	<ul style="list-style-type: none"> • Know how countries have developed over time, including historical civilisations, colonial relationships and post independence • Understand changes to patterns of development, for example the rise of newly industrialised countries in different parts of the world.
<i>Using the six themes below to understand, explain and consider solutions to global learning issues</i>	
Rights and essential services	<ul style="list-style-type: none"> • Know what is meant by human rights and know about the UN Universal Declaration of Human Rights and the UN Convention on the Rights of the Child • Understand what is meant by essential services (including health, education, water, sanitation, food and energy) and how people's access to them varies • Understand the link between rights, essential services and development
Globalisation and interdependence	<ul style="list-style-type: none"> • Recognise how people are interdependent, and know examples of historical and modern connections between countries across the world • Understand how globalisation has linked people through trade, financial flows, socially and culturally • Understand what development aid is, the impact it has had and some of the ways aid is changing
Sustainable development	<ul style="list-style-type: none"> • Understand the meaning of sustainable development, and how many environmental issues are interdependent eg. Climate change and carbon emissions • Consider the human and environmental impact of changes to the climate, biodiversity, water and land resources • Explore the impact of local, national and international efforts to deal with these changes
Actions of governments	<ul style="list-style-type: none"> • Understand the role of governments in delivering essential services and upholding human rights • Know how governments have taken action to promote actions and their positive and negative impact • Understand how governments can act at local, national and global scales, including agreements such as the Sustainable Development Goals, trade agreements and climate change targets
Actions of citizens	<ul style="list-style-type: none"> • Understand the role of active citizens in making sure that governments deliver rights and essential services • Know examples of how citizens have acted at local, national and global levels to tackle issues • Recognise the role people themselves play in contributing to solutions <p>Our Ambassadors' Programme focuses strongly on this aspect</p>

Business and Technology	<ul style="list-style-type: none"> • Understand the importance of small businesses • Be aware of how technologies support aspects such as tackling poverty and climate change • Recognise how the actions of businesses and corporations have positive and negative impacts on global issues
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Skills developed through global learning

By learning about the knowledge in our themes, pupils will have the opportunity to think about global development issues more deeply, and considering actions they and others can take to respond as global citizens.

A range of pedagogical approaches developed through global learning will support this eg. Philosophy for Children, Ambassadors' Programme, LYFTA, debates, the Knutsford Schools' Council etc

Skills developed through global learning	What this means for pupils
Critical thinking	Exploring a range of evidence related to global issues: analysing and comparing it to facts and opinions to form their own more considered views
Multiple perspectives	Recognising that knowledge is subjective, and based on viewpoints and power; being able to explore where and how these viewpoints arise for different global development issues, and using these ideas in forming their own views
Challenging perceptions	Understanding that perceptions and stereotypes related to people, places and issues exist. Being able to recognise these in themselves and others, and draw on evidence to challenge and change them
Enquiry and discussion	Being able to evidence to structure their thinking about key global issues; to use this evidence to discuss these issues constructively with others; and form their own opinions.
Communication	Being able to take complex development issues and communicate them to others simply and effectively; drawing on a range of techniques and technologies to do this with different audiences
Teamwork	Being able to work with others effectively to plan appropriate actions after learning about global development issues; agreeing roles and responsibilities, communicating with each other and ensuring everyone contributes to the goal
Planning	Taking a structured approach to taking action on development issues either individually or with others; working through a logical sequence considering what they

	want to achieve, and how they will know they were successful.
Reflection and evaluation	After taking appropriate actions following learning about global development (local, national or global basis) or after thinking more critically about it, being able to look back in a structured and logical way using evidence to decide if something worked well and how to improve.

Values considered through global learning

Also by learning about the knowledge themes and considering actions, pupils will have the opportunity to think about what these issues really mean, and the values which underpin them. That will support them in considering the values outlined below.

This could be through looking at the issues in the knowledge themes first and then thinking about what values these relate or vice versa.

A range of pedagogical approaches developed through global learning and the children's lived daily experience will support this.

Values considered through global learning	What this means for pupils
Fairness	Pupils can use global development issues to think about the concept of fairness: how equal is the world, how are opportunities determined, who has access to what and why? Pupils can consider what fairness really means, and how fair or unfair the world is to develop a notion of social justice.
Agency	Pupils can reflect on global development issues and consider who has the responsibility to act and why. That could include themselves, governments, businesses, and those experiencing specific problems. They can also consider whether being an active agent of change is important, and why.
Care	By considering the experiences of those living in different circumstances, pupils can think about whether caring for others matters; who does this extend to, why and when? Pupils can also consider what caring for someone really means – does it require actions or just thoughts?
Self Esteem	By developing their own responses to global development issues as global citizens, pupils can develop their own confidence and self-esteem. They can also consider the importance of self-esteem to people experiencing development challenges; why is it important, and how can it be secured?
Diversity	By thinking about different viewpoints and perspectives about development issues, and valuing the experiences and views of those living in different circumstances, pupils can consider the importance of diversity for themselves and others.

Respect	Pupils can consider the importance of respect for others by considering why dignity matters for people experiencing global poverty, and why the knowledge and experiences of those people is important to overcoming such development challenges. Pupils can also consider respect for different viewpoints.
Social Justice	Pupils can think about what a socially just world would look like, and how important it is to achieve that. By looking at the origins and causes of many global development challenges, and considering what human rights mean and why they matter, they can consider who has the responsibility to act and why.
Empathy	By learning about the experiences of those facing global development challenges, pupils can consider what feelings and emotions they may have. They can also consider why empathy is important, what having empathy means for their views and actions related to global development, and if this necessarily requires 'charitable' activities.

Aspects that strongly support our approach to global learning

International Schools Award – 4 consecutive awards over 12 years

The International School Award rewards schools that have shown a commitment to embedding international awareness and understanding within their school.

Pupils develop:

- an increased knowledge, awareness and tolerance about other countries, cultures and languages,
- confidence in communicating with people from different backgrounds,
- more skills to successfully live and work in a global and mobile society,
- literacy skills when writing stories and letters for specific audiences
- pupils begin to develop confidence with their foreign language skills.



At Egerton we teach Spanish from Year 1 and employ a specialist languages teacher to deliver this. Other languages are experienced too such as Kiswahili. Our approach is through collaborative, curriculum-based work which includes our partner school, Egerton Primary School in Njoro, Kenya.

UNICEF Rights Respecting Schools – Gold Level

Children's rights are embedded across the thematic curriculum and underpin every facet of school life.

Strengths of the school include:

- Children who confidently discuss a range of rights and why they are important and relevant to their lives.



- Planned links to relevant articles are embedded across the curriculum in a way that enriches the learning for all children.
- A passionate commitment to children’s rights from all duty bearers ensures the Convention is evident in all aspects of school life.
- An ethos that places positive relationships, based on mutual respect and trust, at the heart of school life.
- The caring and nurturing ethos of the school, where the values of dignity and respect are
- Rights are lived and experienced by children and their families.

Ambassadors’ Programme

Every child in Years 1 to 6 are Ambassadors. This approach is designed to ensure that all children have a voice and can work in a collaborative way to identify an area they want to explore and identify action to make a difference. Both children and staff have chosen freely which group they would like to join.

Staff use the FIDS for kids approach advocated by the global charity ‘Design for Change’. The FIDS framework helps to develop the much required 21st Century Skills in children, builds their social and emotional competencies and promotes employability skills.

Design for Change is the largest movement of change - by and for children.

The movement is spearheaded by a global network of passionate community leaders, social entrepreneurs, designers and educators who are committed to nurturing the I CAN belief in all children. Using our simple and proven framework, children around the world are empowered with the skills to design a more desirable and sustainable future - Today!

<https://dfcworld.org/SITE>

Sustainable Development Goals

The Sustainable Development Goals or Global Goals are a collection of 17 interlinked global goals designed to be a "shared blueprint for peace and prosperity for people and the planet, now and into the future". The SDGs were set up in 2015 by the United Nations General Assembly and are intended to be achieved by 2030.



These goals are embedded into our themes from Year 1 to Year 6. Our children know their purpose and their importance.

References

Bourn, D. (2021) ‘Pedagogy of hope: global learning and the future of education’. International Journal of Development Education and Global Learning,

Hicks, D. (2018) 'Why we still need a geography of hope'. *Geography*, 103 (2), 78–85.