

Hill Top Academy



'Every child, Every chance, Every day!'

Global Citizenship Policy

Hill Top Academy

Compiled by K. Adams: September 2018

This policy was reviewed by Governors on 10/01/2017 and agreed to be reviewed on a 3 yearly basis

To be reviewed: September 2021

Hill Top Academy

Global Citizenship POLICY

Mission Statement

Hill Top Academy has a commitment to democratic and inclusive processes and sustainable development education and practice. We continue to assist each child to reach his/her true potential in citizenship education through a challenging curriculum which develops the child's knowledge and understanding of the world and their place in it. The strategies for learning and teaching that support education for citizenship also contribute to developing young people's ability to be effective contributors, successful learners, confident individuals and responsible citizens.

This policy should be read in conjunction with the following academy policies/ documents:

- Fundamental British Values
- SMSC
- Behaviour
- RE
- Equality objectives
- Curriculum policies

Aims

To give pupils the opportunity to develop critical thinking about complex global issues by:

- recognising the importance of reaffirming or developing a sense of identity and self-esteem
- respecting and valuing diversity
- valuing all pupils and addressing inequality within and outside the academy
- acknowledging the importance of relevant values, attitudes, and personal and social education
- showing a willingness to learn from the experiences of others around the world
- attaching relevance to young people's motivation to effect change
- developing a holistic approach to Global Citizenship – that it should be an ethos permeating all areas of academy life.

Learning and Teaching

As in all curricular areas, effective use of appropriate teaching and learning strategies is essential if pupils are going to acquire knowledge, understanding and skills as well as developing informed attitudes. Fundamental to our teaching will be:

- asking questions and developing critical thinking skills
- sharing our expectations and targets with our pupils
- equipping young people with knowledge, skills and values to participate as active citizens
- acknowledging the complexity of global issues
- revealing the global dimension as part of everyday local life, whether in a small village or a large city
- understanding how we relate to our environment and to each other as human beings.

Policy / Planning

The principles of Citizenship (fairness, justice, equality, rights, responsibilities, co-operation, respect, democracy, negotiation) are embedded in existing academy practice e.g. Equality Education, Behaviour, Personal and Social Development, Religious and Moral Education and the SMSC Policy linked to Fundamental British Values. Pupils contribute to academy policy through pupil council meetings and discussion groups and lessons.

Curriculum

Global Citizenship will be highlighted in forward plans either as a stand-alone subject or as part of interdisciplinary learning indicating learning opportunities. The curriculum explicitly helps pupils to make sense of the key concepts of Citizenship e.g. fairness, democracy, justice, rights, responsibilities, participation, choice.

This is supported through:

- opportunities to develop the skills of participation, critical thinking, empathy, voting and responsibility (debate, mock elections, mock trials, other simulations and role play).
- encouragement to research / reflect on and contribute their personal opinions in relation to topical events and issues.
- continuity and progression so that skills and concepts are revisited.
- develop an awareness of and knowledge about their own culture and to appreciate the diversity of national, regional, religious and ethnic identities within the UK.
- encouragement to be considered as Global Citizens and that anti-racism is part of our human rights / equality teaching.

Ethos

The academy ethos promotes:

- positive relationships based on respect and fairness between all members of the academy community.
- promotes attitudes that challenge stereotypes particularly regarding culture, ethnicity, religion, gender, sexuality and disability
- pupil involvement in shaping the rules of the class / academy and they understand why rules are important.
- encouragement of pupils to take responsibility for their own actions and face the consequences of their own behaviour.
- awareness of the environment and sustainable development through encouraging community and global links and their impact on the world around them.

Parental and Community involvement

Pupils have an opportunity to learn in and about the local community, including working with parents as a potential resource. Pupils will be actively involved in the selection and invitation of visitors from the community participating in all aspects of the visit (welcoming, introducing, asking questions, follow-up contacts). Pupils have an opportunity to learn in the community and make a positive and practical contribution towards community life.

Links with partner academies through the twinning program will aim to be established, allowing pupils to develop their understanding and to promote pupils' awareness of Global Citizenship.

Assessment and Recording

As an integral part of teaching and learning, assessment will be mainly formative - observation of pupils on task, talking with pupils and asking of questions before, during and after learning activities, verbal or written reports by pupils.

Resources

A wide selection of resources is available consisting of reference books, photo packs, worksheets as well as academy links with EMTAS.

Monitoring and Evaluation

The content of the programme will be subject to on-going review by SMT and staff to ensure that children are developing their skills and understanding. At the end of each term the teacher will evaluate and next steps identified ready for the following term.

Compiled by K Adams

Reviewed by: SLMT annually

Approved September 2015

This policy was reviewed by Governors on 10/01/2017 and agreed that this policy be reviewed on a 3 yearly basis

Approved by Governors:



Approved by Principal:



Dated: 09/10/2018