

Global Awareness

The context of St Columba's School demonstrates the need for our children to be educated and made aware of the wider global world.

We try to promote this wherever possible through our ethos and Curriculum

Global issues are part of young people's lives in a way that they never were for previous generations. Television, the internet, international sport and increased opportunities for travel, all bring the wider world into everyone's daily life. Society today is enhanced by peoples, cultures, languages, religions, art, technologies, music and literature originating in many different parts of the world. This provides a tremendous range of positive opportunities to broaden pupils' experience and knowledge. However, whilst there have been huge improvements that have changed the lives of millions of people, one in five of the world's population still lives in extreme poverty. They lack access to basic healthcare, education and clean water, with little opportunity to improve their condition. Moreover, there is increasing acknowledgement of the far-reaching impact of levels of global poverty. Environmental damage, for example, which is exacerbated by poverty, does not stop at national boundaries. Economies around the world are more than ever interdependent on both trade with, and investment from, other countries. The importance of education in helping young people recognise their role and responsibilities as members of this global community is becoming increasingly apparent. Including a global dimension in teaching means that links can be made between local and global issues and that what is taught is informed by international and global matters. It also means that young people are given opportunities to examine their own values and attitudes, to appreciate the similarities between peoples everywhere, to understand the global context of their local lives, and to develop skills that will enable them to combat prejudice and discrimination. This in turn gives young people the knowledge, skills and understanding to play an active role in the global community.

Over the key stages pupils' awareness and understanding of global issues might progress as follows:

At key stage 1 pupils begin to develop a sense of their own worth and the worth of others. They develop a sense of themselves as part of a wider world and gain awareness of a range of different cultures and places. They learn that all humanity shares the same basic needs but that there are differences in how these needs are met.

English: where pupils have opportunities to read, in both fiction and non-fiction books, about people, places and cultures in other countries. • By doing this they can deepen their knowledge and understanding of themselves and the world in which they live.

Computing: where pupils gather information from a variety of sources. • By doing this they can learn how to access information about different cultures and places.

History: where pupils learn about the lives of significant people and past events. • By doing this they can appreciate the significant contribution made by people from all over the world to our collective history.

Geography: where pupils become aware of the wider world. • By doing this they can begin to understand how they and the place where they live are linked with other places in the world.

Mathematics: where pupils begin to use number in a range of different contexts and explore number patterns from a range of cultures. • By doing this they can learn to appreciate the mathematical ingenuity of other cultures.

Science: where pupils learn that everybody needs food and water to stay alive. • By doing this they can learn about the universality of human needs.

Design and technology: where pupils recognise the different needs of people from a range of cultures and begin to identify ways in which needs have been and could be met. • By doing this they can develop an empathy for other people's needs.

Art and design: where pupils talk about and begin to understand differences and similarities in art, craft and design from different cultures and traditions. • By doing this they can begin to develop an understanding and appreciation of the richness of cultures from around the world.

Music: where pupils listen and respond to music from different cultures and begin to recognise and compare different styles, as well as becoming familiar with instruments from a range of different countries and musical traditions. • By doing this they can learn to take an interest in and value different cultural traditions.

PE: where pupils play simple games and create and perform dances from different cultures. • By doing this they can learn to co-operate with others and appreciate the role of dance in other cultures.

PSHE and Citizenship: where pupils learn about themselves as members of a community, with rights and responsibilities for themselves, for others and for their environment. They learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. They begin to recognise that they have an active role to play in their community. • By doing this they can develop an understanding of the universality of human rights, and begin to appreciate that they belong to a wider community. They can also develop their ability to empathise.

RE: where pupils learn that people in their own community and around the world have different belief systems which have some things in common. • By doing this they can begin to develop an awareness of, and respect, different points of view

At key stage 2 pupils develop their understanding beyond their own experience and build up their knowledge of the wider world and of different societies and cultures. They learn about the similarities and differences between people and places around the world and about disparities in the world. They develop their sense of social justice and moral responsibility and begin to understand that their own choices can affect global issues as well as local ones.

English: where pupils read stories, poetry and texts drawn from a variety of cultures and traditions (such as diaries, autobiographies, newspapers and magazines), all of which can include a global dimension. They engage in discussions and debates about topical issues and use drama to explore the experiences of others. • By doing this they can learn more about their own identity, the world and their role within it.

Mathematics: where pupils develop an understanding of the universality of mathematics. • By doing this they can learn what different cultures have contributed to the development and application of mathematics. • By doing this they can appreciate both the positive and negative effects of scientific and technological developments on the local and global environment.

Design and technology: where pupils learn to design and make products and evaluate how a range of different products work. • By doing this they can learn to consider the needs of people from different cultures and places who use the products they design. They can also learn how technology can be used to improve the world and contribute to the development of society.

Computing: where pupils learn to use a wide range of ICT tools and information sources to support their work. • By doing this they can explore the potential of information and communications technology for learning more about, and communicating with, people from other cultures and countries

Science: where pupils learn more about life processes common to humans and about ways in which living things and the environment need protecting.

History: where pupils learn about the social, cultural, religious and ethnic diversity of societies in the wider world and make links between these societies. They learn about the everyday lives of men, women and children in past societies.

Geography: where pupils learn about a country that is less economically developed and about environmental change and sustainable development. • By doing this they can learn to recognise how places fit within a wider geographical context and are interdependent. They can learn how people can improve the environment or damage it and how decisions about places and environments affect the future quality of people's lives.

Art and design: where pupils compare ideas, methods and approaches used in different cultures and traditions and learn about the diverse roles of artists, craftspeople and designers working in these cultures and traditions. • By doing this they can experiment with different methods and approaches used by artists, craftspeople and designers from other cultures, learn more about the context within which these people work, and use what they have learnt to inform their own work. • By doing this they can make links between events in different countries and compare the lives of people in other countries in the past with those of people from their own country. Learning about past conflicts can help pupils develop insights into topical situations.

Music: where pupils learn about the music of different cultures and traditions. They perform music, and can use instruments from a range of different cultures. • By doing this they can begin to appreciate and recognise the contribution of world music to, for example, modern popular culture.

PE: where pupils learn about the dance of different cultures and traditions and work together as a team. • By doing this they can develop an understanding of the influence of other dance forms and an appreciation of the value of working co-operatively.

PSHE and Citizenship: where pupils discuss and debate topical issues, including global problems and events. They learn to understand other people's experiences, to appreciate the range of religious and ethnic identities in the United Kingdom and to recognise and challenge stereotypes. • By doing this they can develop a sense of themselves as members of a world-wide community in which there exists a wide range of cultures and identities but a common humanity.

RE: where pupils learn about the world's major religions and about how each individual is important. • By doing this they can appreciate religious diversity in their own society and around the world. They can learn about different religious beliefs with regards to the environment and learn to value each other and actively seek to include others.

Geography: where pupils learn about a country that is less economically developed and about environmental change and sustainable development. • By doing this they can learn to recognise how places fit within a wider geographical context and are interdependent. They can learn how people can improve the environment or damage it and how decisions about places and environments affect the future quality of people's lives.

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