

**Great and Little Shelford CE (A) Primary School**  
**CURRICULUM POLICY FOR INTERNATIONALISM**  
**Ratified – July 2019   Next review – September 2019**

**The importance of Internationalism**

At Shelford we are aware of the increasing need for children to be prepared to take their place in a world community; to become 'global citizens'. Such preparation is integrated naturally into the children's broad and balanced curriculum, and is fundamentally about promoting and developing an understanding of and a respect for oneself and other people.

In July 2018, Shelford School was awarded the Full Accreditation for the International School Award in recognition for our outstanding work.



*"Supplemented by an international curriculum event, the school provides a collaborative, creative curriculum with strong links with pupils' spiritual, moral, social and cultural learning. Exposure to the meaningful opportunities and experiences you present, enables pupils to develop self-knowledge, self-esteem and self-confidence, through learning. They also have a voice regarding international activities."*

*(The British Council, July 2018)*

**Aims**

Regardless of age, race, religion or cultural background, children are given the opportunity to:

- develop knowledge, understanding and respect of other countries, cultures and lifestyles
- consider issues affecting people and places across the globe
- communicate with children and adults living in other parts of the world, asking and answering questions on a range of topics
- use learning from all aspects of the curriculum to inform and develop their global learning

**Objectives**

To meet our aims, we:

- establish and develop links with schools and individuals in a number of locations around the world (mainly by internet and email) as well as working with local school in the UK
- raise awareness of international 'days', events, current issues through assemblies and cross-curricular class work
- provide opportunity for children to consider 'big issues' of social justice, human rights, trade, arms, ethics in ways appropriate to their age and ability
- raise awareness of environmental issues and the global responsibility of sustainable development (particularly appropriate through PSHE and Science curricula)
- challenge popular stereotypes and perceptions through topic work, research, communication with people abroad or guests to the school, taking time to develop understanding and respect of others' lifestyles

- foster respect as a key value in our school
- ensure children have a secure, developing geographical knowledge and understanding
- celebrate diversity in as many ways as possible

### **Implementation**

It is intended that Internationalism is embedded across the curriculum in a variety of ways, so that all subjects can contribute to furthering children's understanding of international issues and vice versa. The Internationalism Coordinator monitors the school's 'Essentials Curriculum' to ensure coverage across the school in all age groups. There are also some events each year which specifically celebrate the global dimension in school, for example Harvest Festival, French Breakfast, topic-themed days. We hold an annual 'International Day'.

International work is relevant, interesting and of educational value to all pupils, whatever their own religious or philosophical backgrounds. It can provide opportunities for pupils and parents who have international experiences to contribute to lessons where appropriate.

Since September 2018, the school has subscribed to Picture News which sends resources to complement our Global Learning curriculum online each week. Picture News chooses a current news story, turns it into a vibrant poster with a thought provoking question and provides us with excellent linked resources to develop learning further. Activities and web-links are prepared for Early Years, KS1 and KS2, along with links to British Values. Picture News is a powerful way to help keep our children up to date with the fast-changing world around them. Helping to challenge their ideas and pre-conceptions; ultimately this will help to broaden their horizons and enable them to deal with the modern world.

### **Teaching and Learning Strategies**

A range of teaching approaches is used which make use of a wide range of resources where accessible, including books, videos, the internet/email, artefacts, pictures, music, photographs, stories, poems and art.

### **Equal Opportunities**

At Great and Little Shelford CE (A) Primary School we ensure equal access for both boys and girls in all aspects of Internationalism. Equal value and consideration will be given to all cultures, from men and women and from all levels of society.

### **Assessment**

The Subject Leader monitors planning on a termly basis to ensure that the international dimension is included in planning, where appropriate. A review of the annual International Day helps to determine the impact of international teaching and learning on children. Governors' periodic monitoring of SMSC across the school identifies the evidence for cultural education.

### **Resources**

By its very definition, resources for international education cover a wide range of artefacts. These are often loaned by children or staff and their families, the CREds (Cambridgeshire

Race, Equality and Diversity) service and or other local agencies. The school is able to purchase resources that are likely to be used more than once. We have an annual subscription to Picture News (online) and First News children's newspaper.