



Global Citizenship Driver

“We must foster Global Citizenship. Education is about more than Literacy and Numeracy. It is also about citizenry. Education must fully assume its essential role in helping people to forge more just, peaceful and tolerant societies.”

Ban Ki-moon, United Nations Secretary General (2012)

We believe Beverley St Nicholas Primary School has a critical role to play in educating our pupils to be good global citizens where we prepare them for their futures in an increasingly globalised and interconnected world. Through our curriculum, teachers plan to make local to global connections with our children. We provide our learners with a safe space in which to explore complex and controversial global issues they encounter through the media and their own experiences. Our children are trying to make sense of a world marked by division, conflict, environmental change, inequality and poverty and we strive to equip our children with the skills they need.

The ethnic diversity in the East Riding is low with 96% of the population being White British. Beverley St Nicholas School is typical of this area with a very low ethnic mix. The vast majority of pupils are of White British heritage, with English as their first language and their exposure to different cultures and diversity is very limited. Driving global learning through the curriculum enhances pupils’ awareness and interactions with diversity and supports mutual respect and responsibility towards others. It assists pupils’ understanding of these ‘global’ concepts such as trade, sustainability and the environment and gives them confidence to think critically about them. This deeper understanding could potentially challenge pupils to think more clearly about their place in the world and provide them with the tools to deal with difference and inequality more readily. Developing children’s awareness of the world around them through the curriculum could also encourage children to make small-scale lifestyle changes and develop a greater interest in global issues becoming better global citizens.

Perhaps the most well-known definition of global citizenship comes from Oxfam UK (2015) which describes a global citizen as someone who:

- is aware of the wider world and has a sense of their own role as a world citizen
- respects and values diversity
- has an understanding of how the world works
- is passionately committed to social justice
- participates in the community at a range of levels, from the local to the global
- works with others to make the world a more equitable and sustainable place
- takes responsibility for their actions.

Global learning at primary level is strongly linked to awareness of other cultures and diversity and developing learners as socially-aware, responsible global citizens. *Global*

Learning in Primary Schools in England: Practises and Impacts, Development Education Research Centre Research Paper No.9 (2012)

Schools that demonstrate best practice global learning include it into subject knowledge and curriculum content – particularly in subject areas such as Geography, PSHE and Citizenship. *Global Learning in Primary Schools in England: Practises and Impacts, Development Education Research Centre Research Paper No.9 (2012)*

The need for primary schools to have a global rather than merely local perspective and to cultivate a sense of environmental responsibility was emphasised in the Cambridge Primary Review (CPR) final report's proposals for educational aims and the curriculum (Alexander, 2010, chapters 12 and 14).

The research conducted by Dr Fran Hunt, Institute of Education University of London looks at the impacts of global learning on schools and pupils. It indicates:

- The large majority of respondents think global learning has had a positive impact in their school. Benefits to schools include enhanced community cohesion, school ethos and pupil voice.
- The impact of global learning increases as global learning becomes more embedded within schools.
- The inclusion of global learning in curriculum content and as topic-based learning is perceived to have a positive impact on pupils.
- Involvement in global learning can increase some pupils' attainment levels. This impact increases as global learning gets more embedded within schools.
- Staff see global learning as having a positive impact on pupil's subject knowledge.
- Pupils with global learning more embedded in their school appeared more knowledgeable of global issues and their complexities. The evidence suggests global learning assists pupils' understanding of 'global' concepts and gives them confidence to use them.
- Global learning impacts positively on a range of pupils' skills.
- Learning about global issues does not necessarily translate to children's involvement in social action, but is more likely to lead to encourage small-scale lifestyle changes and developing a greater interest in global issues.
- Global learning enhances pupils' awareness and interactions with diversity and tends to support mutual respect and responsibility towards others.