OUR LADY'S ABINGDON (OLA)
GLOBAL CITIZENSHIP ACROSS THE CURRICULUM POLICY

The current version of any policy, procedure, protocol or guideline is the version held on the OLA website. It is the responsibility of all staff to ensure that they are following the current version.

Document Details

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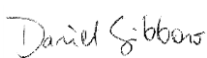We comply with the Government guidance and regulations, currently in force, regarding COVID.

Availability: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school.

Monitoring and Review:
Reviewed: September 2022
Next Review: September 2023

Signed:

Head	Deputy Head
Mr Daniel Gibbons	Dr Beth Reynaert
Signed: *Daniel Gibbons*	Signed: *BAReynaert*

1.   Introduction

Given the interconnected and interdependent nature of our world, the global is not 'out there'. Our links to people and places on every continent means the global is part of our everyday lives:

- Socially and culturally through the media and telecommunications, and through travel and migration.
- Economically through trade and international finance.
- Environmentally through sharing one planet.
- Politically through international relations and systems of regulation.

The historical context of OLA, with the Sisters of Mercy at its heart, lends itself well to helping pupils navigate a world marked by division, conflict, environmental change, and extreme inequality and poverty. The Mercy tradition is based on the values of compassion, respect, integrity, justice, hope and joy, as inspired by Catherine McAuley, the founder of the Sisters of Mercy. The far-reaching international work of the Sisters of Mercy helps to guide and teach our pupils about global issues. OLA believes that learners are entitled to an education that equips them with the knowledge, skills and values they need to embrace the opportunities and challenges they encounter and to create the kind of world that they want to live in. This is 'education for global citizenship'.

A global citizen is someone who knows that they are part of a worldwide community. They understand there are people who have completely different lifestyles, appearances, cultures and routines, but with whom we share common values and responsibilities. Global citizenship encourages tolerance and understanding – and learning about it helps children to become open-minded adults.

Global citizenship involves engaging with distant places and different cultures, but this is never undertaken in isolation from our own lives and communities. The focus is rather on exploring what links us to other people, places and cultures, the nature and equality of those relationships, and how we can learn from, as well as about, those people, places and cultures. The United Nations has set out a collection of 17 global goals, called the *Sustainable Development Goals (SDGs)*, which aim to create a better future by 2030. They address things like gender equality, hunger and poverty, and can be an excellent resource for teachers to use in the classroom when speaking about how global citizenship can help to improve our world.

Education for global citizenship – key elements as defined by Oxfam

Knowledge and understanding	Skills	Values and attitudes
• Social justice and equity	• Critical and creative thinking	• Sense of identify and self-esteem
• Identity and diversity	• Empathy	• Commitment to social justice and equity
• Globalisation and interdependence	• Self-awareness and reflection	• Respect for people and human rights
• Sustainable development	• Communication	• Value diversity
• Peace and conflict	• Cooperation and conflict resolution	• Concern for the environment and commitment to sustainable development
• Human rights	• Ability to manage complexity and uncertainty	• Commitment to participation and inclusion
• Power and governance	• Informed and reflective action	• Belief that people can bring about change

Taken from Oxfam Global Citizenship Guides

Globalisation and interdependence

We live in an interconnected world in which decisions taken in one place can affect people living on the other side of the planet. However, the idea of global interdependence goes further, recognising that even the wealthiest countries rely heavily on other countries' riches – from physical commodities such as foodstuffs and minerals to knowledge and culture.

Classroom reflection:

• In what ways are Martin Luther King's words true for you? And for your learners?

• How have different cultures influenced the subjects you teach? How far is this recognised in the classroom?

Social justice and equity

Central to global citizenship is the idea that all human beings belong to a single human race, share a common humanity and are of equal worth. Hence, they should all have the same basic rights and be treated accordingly. Yet beliefs about the superiority of different groups, and about which groups 'belong' and which do not, continue to be expressed through words, behaviour and systems.

Classroom reflection:

• Where is the injustice in (a) the world; (b) your local community; (c) your school?

• How can the work of schools both reinforce and challenge social injustice?

Identity and diversity

Human beings have the same basic needs but many different ways of meeting them. Differences in gender, culture, class, nationality, religion, ethnicity, language and status may all be significant in explaining these variations and in shaping identity. To thrive in such a diverse and fast-changing world, learners need to feel confident in their own identity; but they should also be open to engaging positively with other identities and cultures, and able to recognise and challenge stereotypes.

Classroom reflection:

• What are the markers of an inclusive classroom?

• To what extent have the positive contributions of a wide range of cultures, societies and traditions been recognised?

Sustainable development

How we share and use the earth's resources affects the health of the planet and of everyone with whom we share it – now and in the future. There are many different interpretations of sustainable development, but at its heart lies a recognition that our relationship with the earth needs to acknowledge the limits of finite resources and the human rights of all.

Classroom reflection:

• What does the idea of 'sustainability' mean to you?

• What are the marks of a 'sustainable school'?

Peace and conflict

In all communities – from the school to the international level – there are conflicts of interest and disagreements. As a result, there is a continual need to develop rules, laws, customs and systems that all people accept as reasonable and fair. Issues of peace and conflict are thus inevitably bound up with questions of social justice, equity and rights.

Classroom reflection:

• Is conflict necessarily bad? Should it always be resolved? Why/why not?

• How do you deal with conflict when it arises in the classroom?

2. Global Citizenship and Sisters of Mercy

Our Lady's Convent School (the former name for OLA) was founded in 1860 by the Sisters of Mercy, a religious order which begun in Dublin in the early nineteenth century led by Catherine McAuley. Today, more than 9,000 Sisters of Mercy globally continue Catherine's legacy of caring for the economically poor, especially women and children. Inspired by the life of Jesus and by Catherine McAuley, the Sisters of Mercy envision a just world for people who are poor, sick and uneducated. The Sisters of Mercy are in over 30 countries, serving in a multitude of ministries with an ever-growing group of Associates, volunteers and partners -in-Ministry, all continuing in the spirit of Catherine McAuley.

The global reach of Mercy work is recognised in the Mercy International Association, whose role is:

- To foster unity of mind and heart among Sisters of Mercy and to increase awareness and experience of their global interdependence.
- To facilitate collaboration to meet the needs of today and to work for justice.
- To encourage and nurture the flourishing of the Mercy charism within the various cultures of the world.

3. Cross-curricular links for delivery of global citizen key elements

Global citizenship enriches all areas of the school curriculum, and each subject has an important contribution to make in developing the key elements. Here are just some of the ways in which subject curricula and global citizenship can be developed in a mutually beneficial manner:

Art and Design

- explore how global issues and themes such as identity, shared humanity, difference, diversity, conflict and justice are represented in art
- recognise different perspectives, ideas, beliefs and values
- provide opportunities to learn about, and from, different cultures through handling images and artefacts

Enrichment

- engage with issues of social justice, human rights, community cohesion and global interdependence
- provide opportunities to challenge injustice, inequalities and discrimination through informed, responsible action
- explore issues of diversity, identity and belonging
- learn about power and governance, and analyse the causes and consequences of unequal power relations

Design and Technology (including food)

- explore the impacts of design and technology on the world and on quality of life
- address sustainability issues in product design
- consider social, environmental and economic contexts of products, and sustainable technology

- analyse ethical and sustainability issues in food systems, and social, economic, environmental and political factors affecting nutrition

English, Media Studies and Drama
- develop empathy, communication skills and the ability to argue effectively, considering insights into issues common to the personal and global spheres, such as prejudice and conflict
- provide opportunities to use exploration of global issues as real-life contexts for developing core skills (for example, persuasive writing and spoken language)
- develop media critical literacy, and explore representation of peoples and places and the hegemony of English language and 'western' ways of seeing the world
- explore values, beliefs and experiences of different groups of people, and other ways of seeing and knowing, drawing on texts and thinking from a range of cultures and traditions

Geography
- question, investigate and critically engage with issues affecting people's lives throughout the world
- develop understanding of global interconnectedness and interdependence, and of sustainable development
- provide engaging real-world issues and data to support core geographical skills
- address diversity and identity issues through the investigation of differences and similarities between people, places, environments and cultures, and through the exploration of different values and attitudes in relation to social, environmental, economic and political questions

History
- explore differences and similarities between events, people, places, cultures and environments through time, and the interconnectedness and interdependence of our world's history
- consider questions of power and privilege, and critically think about reasons why history is interpreted in different ways
- consider significance of individual and collective action and questions of civic and social responsibility
- explore themes such as inequality, prejudice, conflict and oppression and relating historical examples to contemporary events and experiences

Computing and ICT
- develop computational thinking, applications and creativity to understand and solve real-world problems
- use real-world data on global issues for data logging, data handling, data modelling and control
- consider impacts of ICT on individuals, communities and society, including the social, economic and ethical implications of access to and use of ICT (for example, impacts on globalisation, poverty, inequality, democracy, diversity and conflict)
- develop critical thinking and online media literacy

Mathematics
- provide opportunities to illustrate mathematical concepts and processes by means of global issues and data
- use and apply mathematics to real-world problems and data (for example, international development data)
- provide opportunities to consider the influence of different cultures on mathematics
- develop critical thinking around use, presentation and manipulation of data

Modern Foreign Languages
- explore issues of identity and diversity by considering similarities and differences between peoples, places, cultures and languages
- develop awareness of global interconnectedness in that languages are continually evolving and borrowing from each other
- develop knowledge and appreciation of different cultures and their world views
- provide opportunities to explore global issues while developing reading, writing and spoken language skills
- explore diverse national and regional contexts in which languages are spoken across different continents (for example, French in West Africa and the Caribbean, and Spanish in Latin America)

OLA is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Music
- explore how music expresses identity, belonging and feelings in personal life
- consider how music is used to protest at social injustice and promote visions of positive change
- develop appreciation of diversity and global interconnectedness through exploring the fusion and cross-fertilisation of various musical traditions and the common elements in different musical traditions

Personal, Social, Health and Economic Education
- develop knowledge of different types of rights
- engage with issues of diversity, identity and equality through the exploration of similarities and differences between people and their experiences, and the discussion of social and moral dilemmas
- explore well-being in all senses and key factors in this (both local and global), and causes and consequences of economic inequalities
- consider how use, abuse and inequalities of power from local to global levels can affect the well-being of individuals and communities

Physical Education
- develop cooperation skills and an appreciation of interdependence through teamwork
- promote a sense of fair play, mutual respect, and the ability to manage emotions and conflict
- provide opportunities to challenge cultural, gender and racial stereotypes and to explore both the relationship between sport and identity, and issues such as inclusion, conflict, racism and violence

Religious Education
- use different perspectives to explore issues of justice, equality, care for others and for the planet, and peace and conflict
- develop awareness of diversity through exploring different values, attitudes and beliefs
- explore the role of religious beliefs and organisations in global citizenship and global issues
- develop empathy, critical thinking, respect for others and the ability to argue effectively

Science
- engage with the social, cultural and economic contexts in which scientific enquiry takes place
- explore ethical issues surrounding science and its pursuit and uses
- consider the contribution of science to debates around sustainable development and climate change
- develop appreciation of interdependence within the natural world and between people and planet
- provide opportunities to explore the contributions of different cultures to science

4. Whole school initiatives for delivery of global citizen key elements
Pupils are made aware of the works of the Sisters of Mercy and global issues through:
- Whole school themed assemblies
- Online meetings with language students abroad
- Public lecture series
- PSHEE external speakers
- Fundraising for Bamenda linked to Portsmouth Diocese