



LONGSTONE SCHOOL

Local & Global Citizenship Policy

Article 28 –
Every child has the right to an
education.

To be reviewed: August 2024



Introduction

This policy outlines the aims, principles and strategies for the teaching and learning of Local and Global Citizenship in Longstone School (**Article 29 your education should teach you how to develop your talents, respect other people and protect the environment**).

Aims of the School

In Longstone we aim to provide a broad and balanced set of educational and vocational experiences, which are designed to prepare our pupils for life after school, including the skills and attributes which are necessary for participation in the world of work. Local and Global Citizenship helps young people recognise their role as citizens and teaches them the skills they need to make a useful contribution to society now and in the future. (**Article 29 develop talents and abilities**).

Aims of Local and Global Citizenship

Through Local and Global Citizenship, we aim to teach our pupils how participate positively in society, to influence democratic processes and to make informed and responsible decisions as local and global citizens throughout their lives. (**Article 12 right to an opinion**).

Local and Global Citizenship in the Northern Ireland Curriculum (Key Stage Three)

Through the Key Stage Three curriculum we aim to provide opportunities to discuss controversial issues surrounding diversity, equality and justice, democracy and active participation. We aim to give pupils the opportunity to identify and clarify their own values and attitudes. We also aim to teach them how to recognise, understand and manage their emotions and behaviour in a range of situations. (**Article 12 right to an opinion**).

Local and Global Citizenship in the Northern Ireland Curriculum (Key Stage Four)

Through the Key Stage Four Curriculum we aim to help our pupils develop as individuals and members of society by delivering the skills and capabilities needed for adult life and work. We also prepare our pupils to cope with the changing global economy and help them learn how to make informed choices about their future. (**Article 28 right to a quality education**).

Key Stage Three Statutory Requirements

By the end of Key Stage Three pupils will have had opportunities to learn about the following topics / issues:

- Respecting the equal rights of others (**Article 29 Respect other people's rights**).
- Recognising the interdependence of people, communities and the environment; (**Article 29 Protect the environment**).

- Negotiating and compromising; ([Article 12 Opinion](#)).
- Using democratic means to influence change; and
- Contributing to the welfare of school, the community and the environment ([Article 29 Develop Talents & Abilities](#)).

Key Stage Four Statutory Requirements

By the end of Key Stage Four pupils will have had opportunities to learn about the following topics / issues:

- Using Social Media Safely
- Looking after My Mental Health
- Representing Myself
- Travelling in my Community
- Using Shopping Facilities
- Participating in a Community Project

Staff in the Department

Teachers:	Mrs McArthur	Yr 8
	Mrs Strain	9B
	Mr Johnston	9A
	Mr Fenn	10B
	Mr Harrison	10A
	Mrs Plunkett	KS4

Classroom Assistant Support

All Key Stage Three and Key Stage Four Classrooms Assistants support in the delivery of Local and Global Citizenship in Longstone.

Staff Development

Mrs Plunkett and Mrs Cowan successfully completed Global Learning Programme training delivered by the Centre for Global Education in March 2018. This training was then cascaded to all staff members in August 2018 Baker Days. Key Stage Three and Key Stage Four teachers are focused on Global Learning in their classrooms for PRSD objectives for the academic year 2018 – 2019. Key Stage One and Key Stage Two teachers focused on Global Learning for PRSD academic year 2019 – 2020. ([Article 28 Education](#)).

Mrs Plunkett and Mrs Cowan attended Connecting Classrooms Global Learning twilight training in November 2018. Following this training a full audit of Local and Global Learning was undertaken across the school.

Mrs Plunkett and Mr McCune have developed a link with two partner schools in Kenya, this involved reciprocal visits in 2019. Teachers of all Key Stages and subjects have been encouraged to participate in joint partnership activities with the pupils of the schools in Kenya. **(Article 30 Respect other peoples cultures).**

In March 2020 we were recognised as a Level 2 Global Learning School accredited by the GLP Programme NI

Teaching Allocation

Local and Global Citizenship is delivered one period a week to Key Stage Three and Key Stage Four classes.

In addition to the weekly timetabled classes there are whole school Local and Global Citizenship events which occur throughout the year. For example, The World's Largest Lesson in September, Outright Project in November and an annual fundraiser for UNICEF in May. There are also long-term projects pupils can get involved with. For example, School Council, Diana Award Anti-Bullying Ambassadors and Eco-Schools Committee. **(Article 12 Right to an Opinion).**

Assessment for Learning

At the beginning of each lesson / topic the teacher should clearly state and display the Learning Intentions and explain these to the pupils. The pupils will also be given the Success Criteria so that they know what they are expected to produce / do for the lesson / series of lessons. Sometimes it may be appropriate for the teacher to negotiate Success Criteria with the pupils. **(Article 28 Education).**

Throughout the lesson the teacher and Classroom Assistants will give feedback to the pupils, either in written or verbal form. The feedback should highlight what the pupil has done well and what they need to improve. At the end of the lesson / project the teacher should revisit the Learning Intentions and Success Criteria to check understanding of the pupils and to ensure that learning has taken place. **(Article 29 Talents & Abilities).**

There should be opportunities for pupils to peer assess or evaluate each other's work, for example, when delivering a group presentation on a topic. At the end of each unit a self-evaluation tick box activity should be included to give the pupils the opportunity to review their performance over the term.

When possible teaching should directly link in with pupil individual education plans, with teachers recording when pupils have achieved their targets.

Grading and Reporting

Local and Global Citizenship teachers complete an Annual Report about the progress each child has made in this subject. The pupils are also given an effort grade for the work they do in class.

Differentiation

Every pupil, regardless of ability, will have the opportunity to participate in Local and Global Citizenship lessons and projects. **(Article 2 right to not be discriminated against).**

Differentiation by Task: Pupils of higher ability will be encouraged to complete stretch and challenge activities.

Differentiation by Support: Pupils of lower ability will receive extra support, either one-to-one with Classroom Assistant or teacher or in small groups, depending on the abilities within the class.

Learning Styles: Teachers will use a variety of different teaching methods which will appeal to pupils individual learning preferences. For example, some projects will involve practical work, some sessions will involve guest speakers coming to the class and some session will involve creating and using visual aids such as mind maps.

Teaching Strategies

Due to the nature of the subject, which aims to foster skills such as enquiry, participation, communication, reflection and action, a wide range of practical and active teaching strategies are utilized in Local and Global Citizenship.

For example, pupils will:

- Participate in Practical Action Projects
- Go on Educational Visits to places of local importance
- Discuss, debate and give their opinions on the topics discussed
- Canvass, campaign and inform people in their local community about topics discussed
- Deliver in class presentations about what they have learnt.

See individual term planners for more information about the teaching strategies utilized in each unit.

Global Learning Resources

Staff are encouraged to use the Global Learning NI website which contains a toolkit for delivering Global Learning lessons, a library of resources to suit different learning styles and links to organisations who can add value to the curriculum. **(Article 13 right to find out things).**

We have a Global Learning Library stocked with resources borrowed from the Education Authority. Teachers can request to borrow books using the request form stored in Mrs Cowan's classroom. **(Article 13 right to find out things).**

Mrs Plunkett and Mrs Cowan have also created a folder on the C2K staff area, this folder contains a range of resources on different topics which can be used by teachers from all key stages to deliver lessons on Global Learning.

Cross Curricular Skills and Thinking Skills and Personal Capabilities

Opportunities to develop and assess Thinking Skills and Personal Capabilities are included in individual term planners.

Health and Safety

Teachers should work to create a safe and secure environment in and outside of the classroom. When learning takes place out of school, on educational visits for example, appropriate risk assessments must be undertaken. **(Article 24 right to a safe environment).**

Local and Global Citizenship fosters a learning environment where the views of pupils are expressed and challenged by peers and by the teacher. This provides a context within which controversial and sensitive issues may be addressed in a positive way. If pupils express extreme or inappropriate views, this may present an opportunity for profound learning through questioning, challenge and through discussion of the viewpoint and the way in which it was formulated and expressed. **(Article 12 right to an opinion).**

Evaluation: To be reviewed August 2024