



*"Enabling life in all its fullness"*  
"I came that you may have life, life in all its fullness" (John 10:10)

Our **Core Christian values** for our school are: *Perseverance, Creativity, Trust and Friendship.*



The most important thing about **global advocacy** is seeing the world from the eyes of others.

We have rights

We have responsibilities

We share our world respectfully

And it helps us to see how we are more similar than different

But the most important thing about **global advocacy** is seeing the world from the eyes of others.

# Global awareness and global justice policy

Policy Date: June 2022

Date of next review: June 2025

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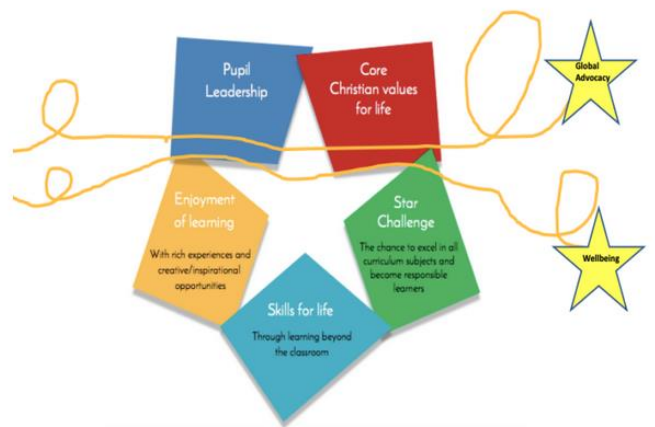
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## Introduction

Why teach global advocacy and justice?

We live in an increasing interconnected and interdependent world in which our lives and the life of local areas cannot be fully understood without reference to a global picture.

As a Church of England school our commitment is to empowering our children to make a difference and to understand our Christian vision of "Life in all its fullness" for themselves and others around them. To enable this, global advocacy is a golden thread running through all curriculum areas, opening up the children to new ideas, worldviews, opportunities to learn and discuss the world and people around them.



Learning about global advocacy and justice aims to help pupils make sense of the world in which they live, highlighting similarities and differences between people, countries and ideas all over the world. It should introduce to the children- in age appropriate manner- global inequalities and injustices and empower them to see themselves as agents for improving their lives and the lives of others.

**What does the teaching of global advocacy and justice do?**

- It broadens the horizons of the mind
- It provides real-life contexts for learning and opportunities for children to explore topical issues that impact on their lives and the lives of children all over the world.
- It cultivates the essential skills and values (from empathy to self-awareness and respect for all people) that prepare pupils for living well with their fellow human beings

- It contributes to improved outcomes across the curriculum and in pupils' personal development, through enhanced skills in critical and creative thinking, reasoning and communication.
- Strengthens and promotes understanding and knowledge of British Values.
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### What is global advocacy and justice? How will it look at different ages?

Global advocacy in EYFS is about the child recognising the needs of others in their immediate community, thinking about what is fair and unfair for themselves and people they know. They consider the similarities and differences between themselves and others.

As children progress through KS1 global advocacy starts to become more global in outlook. It is about the child looking at what rich and poor might mean in different contexts, recognising human rights, similarities and differences between people and how to change the school community through rules. They will consider uneven sharing of power and the positive and negative results of people's actions in the world.

Once children reach KS2 global advocacy is global: they will look at people's dependency on nature and how we create climate change. They will look at the global inequalities linked to this. They need to explore the rights of a child and the ways in which they are being implemented. They need to look at global inequalities and the impact of poverty on communities in Britain and around the world.

| Global advocacy and justice involves...   | It is not ...  |
|---|--|
| Asking questions and deep thinking  | Telling people what to think and do                          |
| Exploring the ideas, values and assumptions we hold as well as exploring connections between local and global areas | Only about far away places and peoples                       |
| Exploring global issues looking at their complexities and engaging with lots of different views                     | Providing simple solutions to complex issues                 |
| Exploring issues of social justice locally and globally   | Focused on charitable fundraising                            |
| Applying learning to real-world issues and contexts   | Abstract learning without real-life application and outcomes |
| Chances for pupils to take informed and thoughtful action and to have their voices heard                            | Tokenistic inclusion of learners in making decisions         |
| All ages  | Too difficult for young children to understand               |
| All parts of the curriculum   | An extra subject   |

Enrichment of everyday teaching and learning opportunities

Just a focus for a particular day or week

**Our provision:**

- Clear overview of global advocacy topics to be covered in each year group with links made to whole school activities and Worship.
- Themed weeks and days linked to campaigns and awareness days
- Clear links made between global advocacy and geography providing opportunities in lessons to learn about global issues.
- Skills progression ladders to clear progression of skill and understanding over a seven-year journey. <http://www.akps.org.uk/wp-content/uploads/2022/02/Progression-of-knowledge-and-understanding-in-global-awareness-and-justice.pdf>
- Concept overview map covers areas of learning.

**Examples of activities at different age groups.**

| EYFS  | KSI   | LKS2  | UKS2  |
|---|---|---|---|
| Harvest sharing with others   | Learning metaphor weeks starting each school year linking with an area of global advocacy and spirituality at an age appropriate level. | Learning metaphor weeks starting each school year linking with an area of global advocacy and spirituality at an age appropriate level. | Learning metaphor weeks starting each school year linking with an area of global advocacy and spirituality at an age appropriate level.   |
| All about my focus- what do I like/ not like. What might others like or not like. Creating our own class rules. | Harvest- sharing with others and thinking about Foodbank.   | Harvest- what is Foodbank? What does it do?   | Harvest- What is Foodbank? What does it do and why? What can I do?  |
| Looking at similarities and differences- exploring festivals: Chinese New Year, Diwali and Christmas.           | Fair Trade- looking at Fair Trade products, testing and trying them. What is Fair Trade? What does it do?                               | Fair Trade- what is it? What are its aims? Why is it necessary?   | Fair Trade- what is it? What are its aims? Why is it necessary? How can I help? What is my impact? How can I have a larger impact?  |
| Exploring our immediate environment with our class walks.   | Looking after our world. How I can look after it. How people might be damaging it.  | Climate change- what is it? How might it impact on people?  | Climate change- what is it? What impact are my or my communities actions? What can I do to help? How might it impact on people? Is it impacting on different people in the same ways? |
| Looking after our environment. How can we look after the places we know?  |   |   |   |
| Fair Trade- looking at Fair trade products and trying them.   | Send my Friend to school- why is school important? Why do some children not go to school  | What rights do children have? Why are they important?   | What is the UN convention on the Rights of the Child? What are these rights? Why are these important?   |
|   |   |   | Send my friend to school campaign- writing persuasively to MPs about the importance of  |

|   |  |   |   |
|---|--|---|---|
| <p>Fair/ not fair focus-<br/>talking about what being<br/>fair means.</p> <p>Send my friend to<br/>school- looking at stories<br/>of families living in<br/>different houses.<br/>Looking at ways in<br/>which other children<br/>might travel to school</p> <p>Aware of our world<br/>week (themes changing<br/>every year within this).</p> <p>High quality diverse texts<br/>used throughout the<br/>year looking at children<br/>all over the world and<br/>at certain issues in an<br/>age- appropriate way<br/>for example- refugees.</p> | <p>Water Aid- how do we use<br/>water, why is clean water<br/>important and why do we need<br/>clean hands.</p> <p>Aware of our world week-<br/>(themes changing every year<br/>within this)</p> <p>High quality diverse texts used<br/>throughout the year looking at<br/>children all over the world and<br/>at certain issues in an age-<br/>appropriate way for example-<br/>refugees.</p> | <p>Send my friend to school-<br/>why is education<br/>important? What does it<br/>mean for children how are<br/>unable to go to school?</p> <p>Water Aid- why is clean<br/>water important? What<br/>does it mean to not have<br/>clean water?</p> <p>Aware of our world week-<br/>(themes changing every<br/>year within this)</p> <p>High quality diverse texts<br/>used throughout the year<br/>looking at children all over<br/>the world and at certain<br/>issues in an age-<br/>appropriate way for<br/>example- refugees.</p> | <p>education for all. Understanding<br/>the impact of the lack of<br/>education on other children and<br/>their life experiences.</p> <p>Water Aid- why is clean water<br/>important? What does it mean to<br/>not have clean water? How might<br/>the lack of clean water impact on<br/>the lives of others?</p> <p>Aware of our world week- (themes<br/>changing every year within this)<br/>appropriate way for example-<br/>refugees.</p> <p>High quality diverse texts used<br/>throughout the year looking at<br/>children all over the world and at<br/>certain issues in an age-<br/>appropriate way for example-<br/>refugees.</p> |
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### Differentiation for pupils will be planned in terms of:

- Star challenge
- Learning objectives
- Tasks set
- Teaching methods used
- Resources

### Assessment

Evidence of the pupil's attainment will come from:

- Questioning and listening to pupils
- Observations of children at work, individually or in groups.
- Assessing written work.
- Where appropriate Cold and Hot assessments