

## Aspect A

### Introduction: global learning and citizenship

Global learning brings together education for citizenship, international perspectives and themes around macro-economic and sustainable development and recognises the common outcomes and principles of all three. In doing so, global learning will help young people make sense of the world they live in and help them understand their role in a globally-interdependent world.

Citizenship enables young people to become informed about issues of rights and responsibilities, democracy and justice. It also equips them with skills of critical evaluation and encourages the expression of attitudes and beliefs to respond to the challenges we face as global citizens in a constructive and positive manner. Young people are citizens of today, not citizens in waiting. Citizenship is about developing in learners the ability to take up their place in society as responsible, successful, effective and confident citizens both now and in the future and addresses the exercising of rights and responsibilities within communities at local, national and global levels.

With regard to global learning, citizenship can include the development of informed decision making, and the ability to take thoughtful and responsible action, locally and globally. Learners will engage with aspects relating to human rights, sustainable development, peace and conflict resolution, social equality and the appreciation of diversity. Large topics such as international political structures and bodies, social justice, global economies, poverty, and climate change, sit alongside more specific themes that link the learner to the issue through a personal, local or community relationship, for example: refugees, child soldiers, food air miles or energy sourcing.

Above all, global learning and citizenship is strongest, most effective and most exciting when the learner asks, 'So what does this mean to me and how can I affect change?' In this respect, learner voice is a crucial element of education for citizenship and global learning; indeed, citizenship provides the ideal framework to give children and young people the opportunity to exercise their rights and responsibilities in a global learning context.

## Aspect B

### How does global learning link to purpose of study and aims of citizenship at Key Stages 2 and 3?

Whilst the purpose of study and aims of citizenship in the programme of study for Key Stage 3 has undergone change, that at Key Stage 2 remains a shared non statutory framework with PSHE. During Key Stage 2, pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. In this context the breadth of their study grows to encompass an awareness of different places, societies and people beyond their surroundings and community. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand how their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities.

At Key Stage 3, global learning can become more sophisticated, building on a growing spatial and political awareness that gels with the ambition that citizenship must provide pupils with the skills knowledge and understanding to prepare them to play a full and active part in society as responsible citizens. As such this includes pupils being able to engage with ideas, concepts and themes from a global perspective and consider how these affect them and what they may choose to do with that knowledge and understanding. It is not enough for pupils simply to be able to know about such topics as poverty or understand the elements of globalisation and citizenship provides a forum to think about what this means to the individual pupil. It provides an opportunity to develop emotional

literacy, to feel touched by matters that may happen in communities and to individuals many miles away. It also brings the aim of developing an interest in social action and community volunteering strongly into focus about authentic issues that matter both personally and in a community or societal context.

In summary and in the context of its aims and purpose, citizenship encourages pupils to

- take an interest in topical and controversial issues
- engage in discussion and debate
- learn to take part in decision making and different forms of action
- play an active role in the life of their school, community and the wider world as active global citizens
- respect others, especially in the context of different national, religious and ethnic identities and to act with integrity
- critically explore diverse ideas, beliefs and cultures and the identities and the values we share
- understand how society has changed and is changing our world
- address issues relating to social justice, human rights, social cohesion and global interdependence
- challenge injustice, inequality and discrimination
- develop their critical skills and consider a wide range of political, social, moral and ethical problems
- explore their own ideas and those of others
- evaluate information and make informed judgements
- reflect on the consequences of the actions of themselves and others now and in the future
- argue a case on behalf of others as well as themselves
- speak out on issues of concern
- appreciate the benefits of diversity
- change things for the better.

### **What might this mean in the classroom?**

In meeting the aims and purpose of study, teachers of citizenship will be focusing on two aspects in relation to global learning: engaging pupils with the wider scope of knowledge and understanding about globalisation, including issues of social justice and human rights and providing them with the opportunity to think about what actions they might take in response to the knowledge gained. For example, at Key Stage 2, pupils might investigate living in a diverse world through the lens of questions about identity and diversity, similarity and difference and the connections between their locale and other places, nationally or internationally. At Key Stage 3, pupils might debate a global issue in detail, perhaps about environmental change and sustainable development or reflecting on progress with the Millennium Development Goals. The debate may involve working with local or regional experts to gain greater understanding and then deciding on actions that might result, both within the school, its curriculum, in the community and beyond. In developing such complex and exciting activities with and for pupils, teachers will reflect many of the aspects detailed above.

## Aspect C

### Global learning in citizenship at Keys Stages 2 and 3

#### How will citizenship at Key Stages 2 and 3 contribute to global learning?

The National Curriculum for schools in England aims to 'provide pupils with an introduction to the essential knowledge that they need to be educated citizens' and to introduce pupils to 'the best that has been thought and said; and helps engender an appreciation of human creativity and achievement'. In respect of citizenship, the subject aims to enable pupils to 'play a full and active part in society as responsible and informed citizens' (National Curriculum for England, DFE 2013).

Citizenship has at its core three objectives; that pupils should develop social and moral responsibility; they should develop a sense of political literacy and thirdly, develop a sense of agency (that their views matter and that they can take responsible action on those views). Global learning closely aligns with this because as a theme in schools it has moved from just knowing about the wider world, other cultures and the challenges nations and peoples face to using that knowledge to improve understanding and make choices about their own actions and how they can improve their life chances and the life chances of others.

Citizenship can be described as more than a subject because the focus is not purely on knowledge and understanding; it is equally about the skills needed to take action about issues that pupils care deeply about. Indeed, citizenship is best described as an 'experience' where pupils develop and use skills whilst applying citizenship knowledge and understanding. It is this approach that the subject brings to global learning that makes it in many ways unique.

#### What are the key global learning outcomes that citizenship can contribute to?

Citizenship contributes a wide range of skills, understanding, values and attitudes in relation to global learning. It will:

- help young people to understand their role in a globally-interdependent world and to explore strategies by which they can understand the world and make it more just and sustainable
- familiarise pupils with the key concepts relating to interdependence, development, globalisation and sustainability
- ask pupils to think about the ethical and moral issues concerning global learning, demanding sophisticated thought and moving pupils from a perspective that is passive or concerned with charity to one of social justice and social action and volunteering
- stimulate critical thinking about global issues both at whole school and at pupil level and challenge pupils to consider actions they can take to share their understanding or bring about change at micro and macro levels
- promote understanding of the controversial and topical issues that are central to global learning including poverty and sustainability
- enable schools to explore alternative models of understanding development and sustainability in a local to global context
- promote a theme that can stand the rigours of transition from primary to secondary and provide continuity of thinking in a challenging context.

#### What are the key topics that citizenship will address in global learning?

Across citizenship in Keys Stages 2 and 3 pupils will be taught about aspects of global learning including conflict (especially that involving children and young people), human trafficking and exploitation, slavery, access to education, climate change and sustainability (especially water and food security), gender equality, trade and aid matters, health challenges (including eradicable diseases, HIV and AIDS), poverty and food supply.

These topics will fall within two broad categories: human rights and social justice, and international political structures, governance, actions and concerns. These two categories should be seen in the context of personal engagement with the issue and resulting actions.

Additional benefits will be achieved in the areas of their:

- current and future lives as UK and world citizens
- social, cultural and professional dealings with developing countries
- support for national and international development policies
- knowledge and understanding of international development facts and issues
- desire to support poor people and areas of international development
- willingness to engage and work with those responsible for eradicating global poverty.

### At Key Stage 2

In a global learning context this means that pupils will be exploring some complex issues: political and social. Though their political understanding will still be dominated by their own view they will be starting to develop empathy with others and with situations beyond their immediate locale. In a variety of subjects and contexts they will begin to understand how the world is a wide space with complex and often confusing issues. They will begin to want to know more about such spaces and those who live there, their lives and how they are similar or different from their own. They will also draw on testimony and evidence from those they know and those in their community who may come from these other spaces.

At Key Stage 2 in citizenship pupils will be taught to talk and write about their opinions and explain the views they hold on a variety of issues that affect themselves and others, in their community and beyond and consider how they might use new information, sharing it or taking action on their findings.

Pupils will be exploring topical, controversial and social issues that arise through their studies or from the news. Often these may relate to a global learning issue like poverty or human trafficking, or they may come from within the community. For example, a school may draw on a wide and diverse ethnic and cultural background and pupils may spend time learning about each other's backgrounds and the nature of the varied cultures. This may involve challenging stereotypes of cultures and other places and nations, gaining a greater understanding of key global problems like poverty and illiteracy.

Pupils will be taught to research, discuss and debate challenging issues and to present their ideas and share findings with others. Some issues will be topical and may be within the public domain for some time, often generated by news items. Pupils will reflect on spiritual, social, cultural and moral issues and use imagination to help understand the lives and experiences of others. In this respect they will examine the distribution of resources across communities and to individuals. They will gain understanding of the economic choices that are made by peoples and governments, how these choices affect communities and individuals and how they affect the environment. Such choices and experiences may be very different from their own, but also pupils may bring personal and family experiences of these circumstances.

Pupils will also be taught about the similarities and differences between peoples, their cultures and values. These may include ethnic, religious or racial differences. The broad issues of equality may be complex and pupils may require teacher and community support to unlock understanding. Pupils will also be expected to have gained experience of working in a community context and understand the importance of responsible action and volunteering during Key Stage 2. This might relate to a global learning project or enterprise, for example associated with the school charity or school link outside the UK. Alternatively, it may involve pupils undertaking a voluntary activity outside school hours in support of global learning, for example by running a stall at a local supermarket to promote

fairer trade or share understanding about a global issue like climate change, comparing the local experience with that of another place that the community or school might be linked with.

### At Key Stage 3

At Key Stage 3 learning and the development of skills linking citizenship and global learning will be developed at a higher level. Pupils will be expected to develop citizenship knowledge and understanding whilst applying citizenship skills. These skills will include those related to critical thinking and enquiry, about how to campaign and take action on authentic issues that matter to them, both locally and globally and also about evaluating ideas – including those that they disagree with – and explain points of view and develop convincing arguments that represent their views and the views of others.

At Key Stage 3 pupils will be taught about two key aspects of citizenship that relate to global learning; about the legal and human rights underpinning society and basic aspects of justice. Pupils will also explore the world as a global community – the political, economic, and environmental and social issues that make the news, affect the lives of ourselves and others and pose challenges to governments and people. This can include studying the role of the EU, the Commonwealth and United Nations and global interdependence.

Pupils will be able to learn about some very specific issues of global learning. For example, examining what is fair and unfair in different situations and understanding that justice is fundamental to democratic governance. In doing so pupils will be able to consider how international law can be used to resolve conflict. Pupils will also be considering the interconnections between themselves, the UK and the wider world.

In studying how citizens can hold the government of the UK to account, pupils will be taught about global issues, some of which may also be topical and controversial. Pupils at Key Stage 3 will examine such matters in detail, looking at the complex issues that are involved. They will consider the different kinds of rights and obligations individuals and communities have towards each other, especially in relation to global issues like justice and conflict, the distribution and use of money, and access to resources. In doing so they may find that rights compete and they will learn about what choices decision makers have to take. Pupils will explore the tensions involved in balancing the rights, needs and wants of individuals and communities locally and globally, being cognoscente of the legal, moral, economic and environmental issues involved.

Citizenship teachers will be able to develop pupil understanding and knowledge and provide the opportunity to participate in school and community-based activities relating to global learning. This may involve working with a range of community partners and also national and international NGOs. They will be able to consider taking different forms of individual and collective actions on issues that concern them, including campaigning but also relating these actions to school and community policies. In working with decision makers in both the school and the community, including MPs and MEPs, they will be able to reflect on how they can bring influence to bear on global matters.

At Key Stage 3, the citizenship curriculum provides a unique perspective on global learning, in particular through opportunities for active citizenship and community participation, which can take the form of a social action project relating directly to global matters of concern.