

Compassionate Global Citizenship Curriculum

Vision Statement

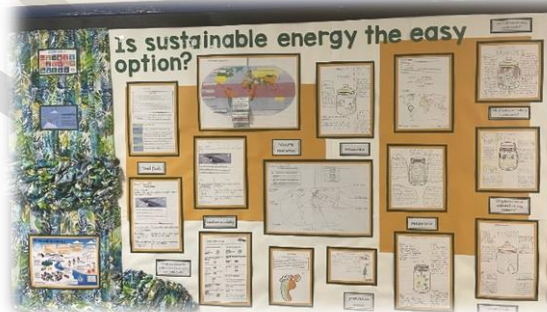
'The primary aim of global citizenship education is nurturing respect for all, building a sense of belonging to a common humanity and helping learners become responsible and active global citizens.' The United Nations

Curriculum Intent

At Kingfisher, our mission is to empower all pupils to be resilient, inquisitive and compassionate learners who see the value of education and strive to achieve.

We provide our pupils with a rich curriculum that recognises the strengths of all pupils whilst ensuring that knowledge is placed at the centre of each curriculum subject. However, employers are calling for education to expand its focus beyond the traditional cognitive domain and a survey by PwC indicated, the need for schools to increasingly emphasise teamwork, resilience, creativity and mindset.

Core knowledge is drawn from the National Curriculum, and broad coverage and progression is planned across each year group. The subjects are sequenced carefully to ensure that all children have the opportunity to progress, as well as recap previous learning to ensure that learning is embedded and built upon throughout their education. This approach enables pupils to make meaningful connections in their learning.



Our Compassionate Global Citizenship Curriculum provides our children with the opportunity to make sense of the increasingly complex and rapidly changing world around them whilst providing the understanding, skills and values needed to cooperate in resolving the interconnected challenges of the 21st century. As the UN Global Education First Initiative states, *'It is not enough for education to produce individuals who can read, write and count. Education must fully assume its central role in helping people to forge more just peaceful, tolerant and inclusive societies.'*

Global Citizenship plays a pivotal part in our curriculum and stands as a subject of its own. Pupils are given the opportunity to apply taught knowledge from other areas of the curriculum within these sessions. For example, previously taught geography objectives may support a Global Citizenship focus on Poverty.

Other areas of the wider curriculum directly support our Global Citizenship. The Art, DT and geography curriculum, all have pre-planned learning linked directly to the unit of learning within Citizenship. For example: In Y3, children explore the global issue of homelessness. In their DT sessions for that term, their project is to design, sew and fill a washbag which is donated to the local homelessness charity.

In order to achieve depth of thinking and learning, we plan for children to focus on three global issues per year. Across each year group, a number of high-quality core texts are used to support and enhance learning. These global issues are taken directly from the United Nations 17 Sustainable Development Goals.

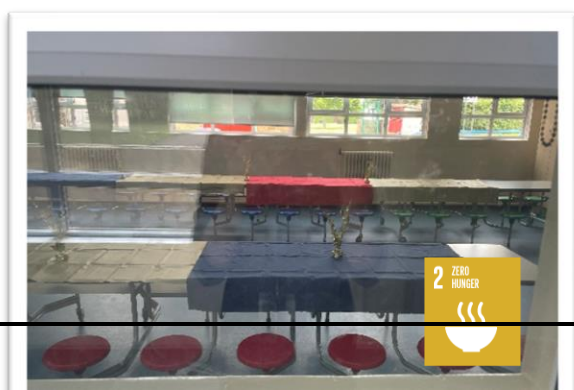
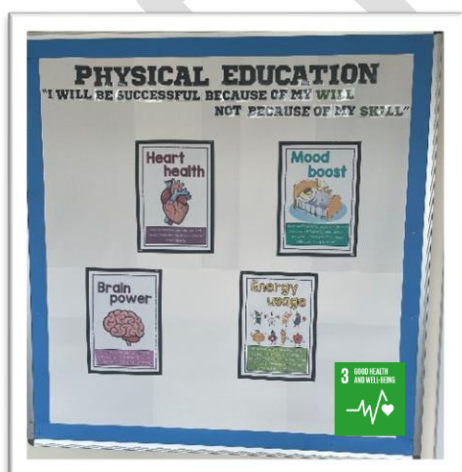
Each year, pupils will begin by exploring the United Nations as a group of countries working in a global partnership. Time is spent exploring and recapping the 17 Goals, specifically the ones previously studied before highlighting those which will be their focus for that academic year.

Throughout Citizenship lessons, the Goals are constantly referred to and pupils are aware of the individual targets which sit underneath these, which the UN have set a deadline for and are working towards achieving.



'The 17 Sustainable Development Goals are an urgent call for action by all countries-developed and developing- in a global partnership. They recognise that ending poverty and other deprivations must go hand in hand with strategies that improve health and education, reduce inequality and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.' 2030 Agenda for UN.

The Goals are celebrated and displayed across school. The aim of this is that pupils can speak with clarity about these and how we as a school are supporting the UN to meet their goals.



Termly Citizenship Focus Area

Global Citizenship Curriculum

YEAR GROUP	AUTUMN TERM	SPRING TERM	SUMMER TERM
1	FARMING Why are farms important? Where does our food come from? What food do we grow?	RECYCLING Why do we have different coloured bins? Do we need to throw everything away? Why is recycling important?	HABITATS Are all homes the same? Where do different animals live? How can we protect our homes and habitats?
2	WORLD HUNGER Where does our food come from? What happens to the food that we don't eat? Can everybody eat healthily? Who can help the hungry?	HEROES THROUGH TIME What does it mean to be a hero? Who are our modern-day heroes and how are they supporting the SDGs? How have heroes from the past impacted the future? How will you be a hero of the future?	WEATHER PATTERNS Why do climates differ around the world? What is meant by extreme weather? Why is the weather becoming more extreme? What are the consequences of our actions?
3	POLLUTION What is pollution? How does pollution affect everyday life? Is pollution a worldwide issue? When did we realise the dangers of pollution?	HOMELESSNESS What does it mean to be homeless? What challenges do homeless people face? What can we do to support those in need? Is homelessness a worldwide issue?	FAIRTRADE What is meant by fair trade? What is a minimum wage and is this the same across the world? What is meant by working conditions? What is the impact of fair trade?
4	BEING A CONSUMER What is meant by responsible consumerism? What do we import and what do we export? Is this responsible consumerism? How does the cost of living crisis affect consumerism?	POVERTY What does it mean to live in poverty? Is poverty a worldwide issue? Why has poverty not yet been eradicated? Why do some countries experience higher levels of poverty than others?	SUSTAINABLE ENERGY Why do we need sustainable energy? What is your carbon footprint? How is energy generated? What impact is energy production having on our planet? What will happen when fossil fuels become unavailable?
5	DONCASTER How has Doncaster developed over time? Does Doncaster have a growing economy? What is the future for Doncaster? What opportunities are there for me, growing up in Doncaster?	MIGRATION What does it mean to be a migrant? Why do people choose to migrate? Where in the world would you like to live and why? What are the greatest challenges for migrants? In what way does migration benefit our country?	MEDICINE AND MEDICAL RESEARCH Does everyone have access to healthcare? How does our healthcare system differ to those across the world? Is prevention better than the cure? How are new medicines developed?
6	WAR What are the main causes of war? What are the effects of war? Are there similarities between countries at war? What is being done to prevent war?	GLOBAL WARMING What is the difference between Climate Change and Global Warming? Why is Earth's temperature increasing? What are the effects of this?	REFUGEES What is the difference between a refugee and asylee? Why do people flee their own country? What happens when people arrive in Britain? What does Britain do to support people in need?

Each unit of learning is focused on for the term through Global Citizenship lessons. Units feed into one another and as pupils move through the school they will develop their knowledge of this area through different units of learning.

For example, pupils will begin to explore weather patterns in Year 2 and will touch on how different weather types are becoming more extreme. Pupils will then focus on this again during Year 4, during their topic of Sustainability, in which they will identify the impact of carbon emissions on our planet and what they can do to make small changes. Once the pupils reach Year 6, a greater focus is then placed upon the impact of climate change and the effects which this is having on our planet during their learning around Global Warming.

Whole School Approach to Citizenship Planning

Global Citizenship is taught through the termly focuses above. We use Oxfam's Curriculum for Global Citizenship to provide children with the skills, values, attitudes and knowledge needed to fully appreciate the inequalities across the world and the differences they can make.

School ethos	The curriculum	Participation	Staff development	Transition	Community engagement
Ensure that global citizenship is reflected in your school vision, ethos and development plan, with learners playing a key role in decision-making.	Promote global citizenship across the curriculum, with activities delivered across a range of subjects and key stages.	Enable learners to participate in or lead on global citizenship projects through curricular or extra-curricular activities – for example, peer or cross-phase learning.	Develop staff understanding of global citizenship and participatory and critical approaches, and planning time to co-ordinate projects.	Use global citizenship to support primary to secondary transition and explore the place of global citizenship values and skills in further and higher education and	Develop ways to engage your local community using global citizenship, and invite community members to related events.

School staff work collaboratively to plan opportunities for pupils to understand the difference they can make within their local area before exploring on a wider scale. Pupils will understand the emerging needs of their community and will work together through project-based learning to share their new-found knowledge to encourage others to support.

The Skills, Values and Attitudes and Knowledge from Oxfam's Curriculum for Global Citizenship:

Skills			Knowledge			Values and Attitudes				
	Ages 3 – 5	Ages 5 – 7	Ages 3 – 5	Ages 5 – 7	Ages 7 – 11		Ages 3 – 5	Ages 5 – 7	Ages 7 – 11	
Critical and creative thinking	<ul style="list-style-type: none"> ask questions suggest a way to solve a problem wonder about ideas 	<ul style="list-style-type: none"> ask relevant questions consider merits of different viewpoints use different approaches to solve problems 	<ul style="list-style-type: none"> design to identify bias and opinion give evidence for an argument, assess different viewpoints and present counter-arguments propose alternative possibilities and suggest new ideas to solve problems 	<ul style="list-style-type: none"> what is fair and unfair importance of caring and sharing 	<ul style="list-style-type: none"> what fairness means examples of what it can mean to be rich or poor in local and other contexts 	<ul style="list-style-type: none"> how fairness may not always mean equal treatment some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels 	Sense of identity and self-esteem	<ul style="list-style-type: none"> awareness of self and own uniqueness sense of self-worth and worth of others 	<ul style="list-style-type: none"> sense of belonging and values of relationships with others awareness of, and pride in, own individuality 	<ul style="list-style-type: none"> pride about the ways in which one is both similar to others and uniquely different valued contributions to own identity
Empathy	<ul style="list-style-type: none"> show sensitivity to people's feelings and needs 	<ul style="list-style-type: none"> show awareness of, and concern for, people's feelings show interest in, and concern for, others outside immediate circle and in contexts different to own 	<ul style="list-style-type: none"> adopt behaviour to take into account feelings of others empathise with people in local and more distant contexts understand impacts of prejudice and discrimination 	<ul style="list-style-type: none"> uniqueness and value of every person similarities and differences between self and others 	<ul style="list-style-type: none"> similarities and differences between people in local setting and also in wider contexts what contributes to self-identity and belonging 	<ul style="list-style-type: none"> diversity of cultures and societies within and beyond own experience contributions of different cultures to our lives nature of prejudice, racism and sexism and ways to combat these 	Commitment to social justice and equity	<ul style="list-style-type: none"> sense of fair play willingness to take turns and share 	<ul style="list-style-type: none"> willingness to stand up and speak up for others fairness in dealings with others 	<ul style="list-style-type: none"> offence at unfair treatment of others locally and globally sense of justice growing interest in world events and global issues
Self-awareness and reflection	<ul style="list-style-type: none"> recognise, name and deal with feelings in a positive way notice some effects of own actions on others identify how people are feeling (e.g. happy, sad, worried) 	<ul style="list-style-type: none"> recognise effects of own behaviour on others and use this to help make choices identify reasons that are important to self and others learn from mistakes and use feedback 	<ul style="list-style-type: none"> identify connections between personal decisions and issues affecting people locally and globally explore reasons for negative feelings towards others and in new or difficult situations 	<ul style="list-style-type: none"> immediate and local environment simple links with other places (e.g. through food) 	<ul style="list-style-type: none"> similarities and differences between places in various parts of the world, including own setting links between local community and wider world 	<ul style="list-style-type: none"> global connections between places and countries (e.g. through trade and communication) how local actions affect the wider world 	Respect for people and human rights	<ul style="list-style-type: none"> starting to think of others 	<ul style="list-style-type: none"> respect for other people's feelings and views respect for the rights of others belief that everyone has equal rights 	<ul style="list-style-type: none"> wedness to think through consequences of words, actions and choices on others belief that it is everyone's responsibility to challenge prejudice and discrimination
Communication	<ul style="list-style-type: none"> listen to others take turns to express a view 	<ul style="list-style-type: none"> participate in discussions about issues that affect self, others and the wider world state opinions and start to give reasons for these listen carefully to others 	<ul style="list-style-type: none"> listen attentively, question and respond to others express own views and ideas on issues clearly using a range of appropriate methods give reasons, evidence and examples in support of an opinion 	<ul style="list-style-type: none"> living things and their needs how to take care of immediate environment possibility of change in the future 	<ul style="list-style-type: none"> positive and negative impacts of people's actions (including own personal choices) on others and the environment how people can damage or improve the environment 	<ul style="list-style-type: none"> people's dependencies on the environment basics of climate change (causes and effects) environmentally-responsible living and global inequalities in ecological footprints 	Value diversity	<ul style="list-style-type: none"> positive attitude towards difference and diversity willingness to listen to the ideas of others 	<ul style="list-style-type: none"> valuing others as equal and different willingness to listen respectfully to the ideas and views of others even when one disagrees willingness to learn from the experiences of others 	<ul style="list-style-type: none"> valuing difference recognising the benefits of listening to a range of different perspectives and viewpoints
Cooperation and conflict resolution	<ul style="list-style-type: none"> participate in group activities take turns and share manage disputes peacefully begin to show tact and diplomacy 	<ul style="list-style-type: none"> play and work cooperatively help to ensure that everyone in own group is included begin to show tact and diplomacy 	<ul style="list-style-type: none"> work cooperatively to solve problems or achieve goals use strategies to manage anger, frustration and aggressive feelings use knowledge of others' viewpoints to resolve problems and compromise 	<ul style="list-style-type: none"> causes of disagreement and conflict at personal, classroom and household levels some ways of avoiding, managing and resolving conflict 	<ul style="list-style-type: none"> some causes and effects of conflict at all levels from personal to global strategies for managing, resolving and preventing conflict, including 'win-win' solutions examples of conflicts past and present in own society and others 	<ul style="list-style-type: none"> some causes and effects of conflict at all levels from personal to global strategies for managing, resolving and preventing conflict, including 'win-win' solutions examples of conflicts past and present in own society and others 	Concern for the environment and commitment to sustainable development	<ul style="list-style-type: none"> appreciation of, and care for, living things and own environment sense of wonder and curiosity about the world starting to value resources 	<ul style="list-style-type: none"> concern about the local environment and willingness to care for it taking care of resources and not wasting them 	<ul style="list-style-type: none"> sense of responsibility for the environment and the use of resources commitment to taking action to protect and improve the environment and quality of life for people locally and globally
Ability to manage complexity and uncertainty	<ul style="list-style-type: none"> ask for help if unsure what to do 	<ul style="list-style-type: none"> describe feelings about changes in own life and society use strategies to cope with challenging times recognise when there may be no single right or wrong answer 	<ul style="list-style-type: none"> describe feelings about changes and events in own setting and the wider world use strategies to cope with challenging times recognise when there may be no single right or wrong answer 	<ul style="list-style-type: none"> basic needs for human life rights in class and school the need to respect the rights of others basic human rights and how some people have their rights denied those responsible for rights being met (e.g. teachers, local and national government) 	<ul style="list-style-type: none"> rights in class and school the need to respect the rights of others basic human rights and how some people have their rights denied those responsible for rights being met (e.g. teachers, local and national government) 	<ul style="list-style-type: none"> the need for rules in own school and wider society and how people can take part in making and changing them basics of how own country and region is governed 	Human rights	<ul style="list-style-type: none"> willingness to play fairly and inclusively with others 	<ul style="list-style-type: none"> willingness to participate in activities both inside and outside of the classroom belief that that everyone should be included and able to participate fully 	<ul style="list-style-type: none"> active participation in school-based decision-making proactive inclusion of other people, especially those who may face barriers to participating fully
Informed and reflective action	<ul style="list-style-type: none"> support others in group or class 	<ul style="list-style-type: none"> contribute actively and constructively to the life of own class and school take action when something is unfair 	<ul style="list-style-type: none"> participate in decision-making in school contribute to the well-being of the wider community share opinions and evidence on issues with others including decision-makers and elected representatives 	<ul style="list-style-type: none"> rules in class and school how rules can help us 	<ul style="list-style-type: none"> how to take part in making and changing rules in own class / school unseen sharing of power and how some people are excluded from decision-making 	<ul style="list-style-type: none"> the need for rules in own school and wider society and how people can take part in making and changing them basics of how own country and region is governed 	Power and governance	<ul style="list-style-type: none"> belief that everyone can do things to improve surroundings and support others 	<ul style="list-style-type: none"> belief that people can make a difference, both on their own and when they work together 	<ul style="list-style-type: none"> belief that individuals and groups can improve situations willingness to cooperate with others to change things for the better

Assessment of Citizenship

As with all other aspects of the curriculum, Citizenship is assessed through ongoing, formative assessment. P4C lessons are used to explore pupils' understanding and give the opportunity for collaborative discussions.

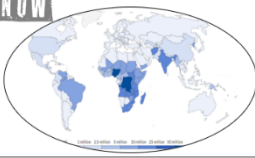
At the end of each unit of learning, pupils take part in a, 'Show Me What You Know' activity which gives them the opportunity to demonstrate their learning.

SHOW ME WHAT YOU KNOW

What does 'living in poverty' mean?

POVERTY

Draw the Development Goal



What does this map show?

Which 5 countries have the highest poverty rate in the world?

1. _____
2. _____
3. _____
4. _____
5. _____

Statistics

3 things that you can do to support those living in poverty.

1. _____
2. _____
3. _____

By the year _____ the UN aim to ensure that nobody will live in extreme poverty.

What does Article 27 of the United Nations Convention of the Rights of the Child say that children have the right to?

'urity and interest in our recent unit of Poverty. The use of P4C sessions allowed us to explore inequalities around the world through open discussions. Pupils responded appropriately and asked insightful questions to further develop their understanding.

When exploring our carbon footprints, children were fascinated to know the impact of simply daily actions such as eating meat or living in a larger house. Pupils expressed their concerns and their desire to make simple changes around their homes to best the planet.

The children are actively involved in supporting their wider community. Designing and creating washbags for the homeless within our local area gave the pupils a sense of purpose. Receiving responses from the recipients, highlighted the impact that they can have.

Pupil Voice

Our learning is based on the 17 Sustainable Develop Goals. The teachers chose these because it helps us to know what is going on in the world and make us want to change the world for further generations. Year 4 pupil

We have learnt what the Greenhouse Effect is and what effect it has upon the Earth. I know that the Earth's temperature increases and causes extreme weather such as flooding which then can wash away the nutrients needed for plants and animals to survive in that habitat. Year 6 pupil.

When learning about medicines we explored pandemics and epidemics. We learnt about how different diseases across the world and why the UK has fewer than other countries. Year 5 pupil.

South Sudan has the highest poverty rate in the world. This is because of conflict. Artists are creating paintings using the hashtag #ANATABAN which means 'I'm tired.' We have created our own versions to support South Sudan. Year 3 pupil.

DRAFT